

1883  
 Reinhardt University

2019-2020

**UNDERGRADUATE**  
**ACADEMIC CATALOG**





# Undergraduate Academic Catalog 2019-2020

The 2019-2020 Undergraduate Academic Catalog of Reinhardt University provides current information regarding educational programs, class offerings, academic regulations, and procedures. Students are expected to familiarize themselves thoroughly with program and degree requirements pertaining to their majors and with general regulations governing academic work and progress.

Statements in the Undergraduate Academic Catalog are for informational purposes only and should not be construed as the basis of a contract between a student and the University. While provisions of the Academic Catalog will ordinarily be applied as stated, Reinhardt University reserves the right to change any provision listed herein, including but not limited to academic requirements for graduation, without notice to individual students. Every effort will be made to keep students advised of any such changes. Information on all changes will be available in the Office of the Registrar.

Reinhardt University is an equal opportunity institution. The University is committed to providing equal educational and employment opportunities to qualified persons regardless of economic situation or social status. Reinhardt does not discriminate in any of its policies, programs, or activities on the basis of race, age, culture, nationality, socioeconomic status, gender, religious belief, sexual orientation, physical (dis)ability, genetic information, or ideology.

Information in this catalog is accurate as of the date of publication. Reinhardt University reserves the right to make changes in University policies, procedures, and catalog information in accordance with sound academic and fiscal practice. Please consult the University website at [www.reinhardt.edu](http://www.reinhardt.edu) for recent updates.

Reinhardt University  
7300 Reinhardt Circle  
Waleska, Georgia 30183-2981  
Phone: 770-720-5600      Fax: 770-720-5602  
[www.reinhardt.edu](http://www.reinhardt.edu)



# Table of Contents

---

Introduction.....	A-1
Table of Contents.....	B-1
General Information.....	C-1
Admissions Policies and Procedures.....	D-1
Tuition and Fees.....	E-1
Student Financial Aid.....	F-1
Student Services.....	G-1
Academic Policies and Procedures.....	H-1
Academic Advising.....	I-1
Graduation Requirements.....	J-1
Degrees and Associated Majors.....	K-1
The School of Arts and Humanities.....	L-1
The McCamish School of Business and Sport Studies.....	M-1
The Price School of Education.....	N-1
The School of Mathematics and Sciences.....	O-1
The Cauble School of Nursing and Health Sciences.....	P-1
The School of Performing Arts.....	Q-1
The School of Professional Studies.....	R-1
Course Descriptions.....	S-1
University Directory:	
Board of Directors.....	T.a-1
Administration and Faculty.....	T.b-1
Administrators and Staff.....	T.c-1
Academic Calendar.....	U-1
Campus Map.....	V-1



# General Information

## Introduction to Reinhardt University

Reinhardt University is a private institution of higher education affiliated with the United Methodist Church. Its Main Campus is located in Waleska, Georgia on approximately 525 acres of land in the foothills of the North Georgia mountains. Ninety acres are developed to offer a rich living and learning experience to a coeducational student population.

Reinhardt University offers over 40 options within these undergraduate degree programs: Bachelor of Arts, Bachelor of Criminal Justice, Bachelor of Fine Arts, Bachelor of Healthcare Administration, Bachelor of Music, Bachelor of Music Education, Bachelor of Science, and Bachelor of Science in Nursing.

A complete listing of majors and minors can be found on pages K-4 - K-5 of this publication.

Graduate degree programs are listed in the Graduate Academic Catalog.

## Accreditation

Reinhardt University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Reinhardt University.

The School of Performing Arts is an accredited member of the National Association of Schools of Music (NASM).

Reinhardt University's Price School of Education is approved by the Georgia Professional Standards Commission to offer programs of certification in early childhood education, middle grades education, English/language arts education, secondary mathematics education, and music education.

The University Senate of the United Methodist Church has approved Reinhardt University to be listed as a United Methodist-affiliated institution.

## University History

In the early 1880s, Captain A.M. Reinhardt and his brother-in-law John J.A. Sharp saw the need for an outstanding school in Waleska – one that would give students an opportunity to advance beyond the primary grades. A devout Methodist who cared about the spiritual and intellectual growth of young people, Captain Reinhardt asked the North Georgia Conference of the Methodist Church for help in establishing a school to provide basic instruction in the liberal arts. The Conference chartered the new school in 1883, naming the Reverend James T. Linn as its first teacher and president. In January 1884, the institution started classes for 12 students in an old cabinet and wood shop.

Reinhardt Academy, as the school was then called, provided instruction for all ages and grade levels and a curriculum designed to train teachers and ministers. The academy gradually evolved into a privately supported two-year college and was accredited to offer associate degrees as a Level I institution by the Commission on Colleges of the Southern Association of Colleges and Schools in 1953. In 1994, the Commission on Colleges accredited Reinhardt as a Level II institution, and that same year, the school awarded the first bachelor's degrees in business administration.

Like its founding fathers, Reinhardt continues to respond to the educational needs of North Georgia. On June 1, 2010, Reinhardt College became Reinhardt University. As a comprehensive university firmly grounded in the liberal arts, Reinhardt University offers instruction to men and women in a Christian environment at its main campus in the city of Waleska, Georgia, and in various other locations in the state of Georgia.

## **The Vision, Mission, and Values of Reinhardt University**

### **Vision:**

Create a unique Reinhardt Experience where each student thrives.

### **Mission:**

Reinhardt University educates the whole person by developing the intellectual, social, personal, vocational, spiritual, and physical dimensions of its students.

### **Values:**

Faith – Learning – Leading

### **Statement of Faith:**

We believe in the freedom to explore and express faith.

We believe that all individuals have inherent worth as given to them from God.

We believe that Jesus Christ taught us to treat one another with grace, forgiveness, and most importantly love.

We believe in supporting an academic community where people from all faiths feel welcomed and accepted.

We believe, as an affiliate of the United Methodist Church, in the value of a cooperative relationship between the academy and the church, whereby both institutions respect and foster higher learning.

We believe that a life-changing faith is guided by the written Word, illumined by tradition,

enlightened by personal experience, and confirmed by reason.

We are continually developing an academic community that is just and kind, and walks humbly with our God.

## **General Education and University Student Learning Outcomes**

Reinhardt University prepares students for a variety of 21st-century careers, for post-graduate education, and for life's vocational callings. The General Education Student Learning Outcomes mirror the University Student Learning Outcomes, which are divided among four broadly defined Liberal Arts Domains:

### **Domain I: Communication**

Students will demonstrate:

1. Effective expression of ideas through writing, speech, and a variety of arts experiences.

### **Domain II: Critical Thinking and Inquiry**

Students will demonstrate:

2. Integrative, critical thinking, and inquiry-based learning using evidence, logic, reasoning, and calculation.
3. Informational, technological, and scientific literacies, and knowledge of research methods.
4. Independent thought and imagination; preparation for lifelong learning.

### **Domain III: Self, Society, and Culture**

Students will demonstrate:

5. Knowledge of the traditions of Western civilization and their global context.
6. Knowledge of the diversity of societies and cultures; the ability to view themselves and the world from cultural and historical perspectives other than their own.

### **Domain IV: Values and Ethics**

Students will demonstrate:

7. Integrity and ethical responsibility.
8. Understanding of and commitment to physical, emotional, and spiritual wellness.
9. Stewardship and civic engagement, coupled with the ability to work with others, both collaboratively and in leadership roles.

## **Institutional Commitment**

Reinhardt University is an academic, spiritual, and social community of teachers, learners, and supporters. It exists, within an environment of Christian caring, to educate students as whole persons and to serve the community. As a Christian university, it endeavors, both formally and informally, to focus the attention of students on Christian values as exemplified in the life and teachings of Jesus Christ.

Reinhardt University is committed to providing both academic challenge and academic support to all types of learners. Requirements include a foundation of academic skills, core curriculum, and a major area of concentration for all graduates. Majors are offered in professional, pre-professional, and interdisciplinary and traditional fields.

The University contributes to the larger community as a vital and responsible member. It offers continuing education and community services that further learning and contribute to the greater good.

## **University Community**

Within its commitment to the United Methodist Church, the University provides an ecumenical environment. Christian values are the basis for treating all members as unique, worthy individuals who care for one another because they have dignity in the sight of God. These same values undergird the educational program's focus on the whole person.

The University strives to develop a sense of community through individual service and contributions to the greater good. Members are encouraged to develop and exemplify the values of honesty, integrity, personal responsibility, civic responsibility, and service. By offering opportunities to grow and develop, the University encourages the fullest realization of individual potential; by sharing in the governance of the University, all are able to contribute.

Reinhardt University is a community open to the infinite possibilities the world offers. It responds to them based on its United Methodist affiliation,

historic identity, institutional strengths, and ability to excel. The University strives to incorporate the work, wisdom, and wealth of individuals, groups, and organizations into activities that will ultimately benefit it and its students. In all endeavors, it is committed to continuous assessment and quality improvement.

## **Facilities**

### **The Waleska Campus**

The Reinhardt Main Campus in Waleska, Georgia, incorporates academic facilities, playing fields, and residence halls with Lake Mullenix, a small spring-fed setting for relaxation and instruction; an arboretum, one of the finest and most varied collections of plants on the Eastern seaboard; and an historic preservation complex. Most of the campus's 525 acres remain in their natural state. The city of Waleska is located just 45 minutes northwest of downtown Atlanta and within easy driving distance of the metro area's many educational, cultural, and recreational resources.

### **Academic and Administrative Facilities**

The George M. Lawson Academic Center contains classrooms, offices for Provost, the humanities faculty, the McCamish School of Business, two computer classrooms, and a student lounge. Also housed in the Lawson Center is the Academic Support Office, Reinhardt's accommodation program that ensures access and support for students with documented disabilities, and the Center for Student Success, which provides tutorial help, placement services, and assistance in goal setting, time management, organizational skills, and study skills.

The William W. Fincher Jr. and Eunice L. Fincher Visual Arts Center, a beautiful Italian Renaissance-designed building, houses the Herbert I. and Lilla W. Gordy Department of Art, and contains studios for photography, drawing, sculpture, painting, printmaking, and computer animation, as well as gallery space and offices for the art faculty. The Randolph W. Thrower Plaza is the area sometimes used for receptions and gatherings and faces Lake Mullenix and the Falany Performing Arts Center. A small

ceramics studio completes the institution's facilities dedicated to the study of fine art.

The renovated Samuel C. Dobbs Science Hall is the oldest academic building on campus. Constructed of locally quarried stone, it contains lecture rooms, teaching laboratories, and offices for math and science faculty. The Science Center, which is connected to Dobbs Hall, opened in fall 2013. Classrooms and laboratories have scientific equipment and instructional technology to ensure that students have the best instruction with experiences to prepare them for future study of science or for entry into the contemporary scientific workplace.

The Burgess Administration Building houses the Hoke O'Kelley Auditorium and offices for the president, registrar, financial aid, business office, finance and administration, human resources, support services, information technology, and the Office of Institutional Research and Effectiveness.

Prospective undergraduate students are welcomed by the Admissions staff and the homey atmosphere of the Admissions House, located at the corner of Baxter Avenue and Reinhardt College Parkway. Built in the early 1900s, it is the oldest nonacademic building on campus and was the original Reinhardt President's Home. It was also the site of the first telephone in Waleska in 1904.

The Hill Freeman Library and Spruill Learning Center houses a collection of 73,000 books, periodicals, and media. Our online catalog provides access to over 150,000 electronic books, and our web site provides access to over 150 databases and 35,000 digital full-text periodicals.

Library staff provides a full range of services including reference and research assistance, circulation assistance, and instruction in information technology and information literacy. The Library also provides Interlibrary Loan, a service for our users where we can borrow books or journal articles from academic, public, or private libraries throughout the U.S. and the world.

Originally dedicated in 1969, the Library was expanded, renovated and rededicated as the Hill Freeman Library and Spruill Learning Center in November 2003. Additional renovations were completed during the summer of 2017 to expand learning spaces for student engagement and success. The renovated facility features a well-equipped information commons, quiet study areas, group study rooms, a large meeting room, a classroom, and the very popular 24/7 after-hours library.

In addition to the general collection, other collections of interest include the Triplett Memorial Military History Collection, the music library, the children's books collection, the University Archives, and the leisure reading collection.

The Floyd A. and Fay W. Falany Performing Arts Center contains Flint Hall, a state-of-the-art concert venue, with adjustable acoustical components, a thrust stage, a green room, dressing rooms, and a balcony area, as well as the C. Kenneth White '61 Atrium. The building houses the School of Performing Arts, including the Eulene Holmes Murray Department of Music, the Galt Family Instrumental Rehearsal Hall, the R. Stevens and Virginia Horne Tumlin Choral Room, classrooms, choral and instrumental rehearsal halls, studios, and soundproof practice rooms for music instruction. The Ken White Music Center added practice rooms, faculty studios, and a classroom, and doubled the space available for the performing arts. Reinhardt University now has one of the largest music programs of any private college or university in the state of Georgia.

The McCamish Media Arts Center, on the communication wing in the Falany Performing Arts Center, includes Communication and Media Studies faculty offices and classrooms, as well as media production studios and labs for recording, editing, producing, and disseminating projects using television, audio, still photography, web design, and digital graphic media.

The Reinhardt University Theater includes a flexible 300-seat black box performance space including state-of-the-art technology; the Joan U.

McFather Studio – a teaching studio/classroom; a dance studio; a green room; and faculty offices, plus all the amenities students need to prepare and perform shows. Reinhardt University Theater also is home to a stunning Conservatory overlooking Lake Mullenix, a space that is available for campus and community events.

The Fred H. and Mozelle Bates Tarpley Education Center, connected to the George M. Lawson Academic Center, includes classrooms, the Moore Chapel, and the Moore Plaza. It also houses offices for Arts and Humanities and Mathematics and Sciences faculty, as well as the Office of Graduate Studies. A collection of the honor code plaques signed by the last four entering classes hangs in the middle floor atrium.

The Price School of Education faculty offices are on the main level of Paul W. Jones Hall. Education classrooms and a lounge occupy the lower level, and residential rooms for students are on the top floor.

The offices for Advancement and Alumni are in the University's new Welcome Center across from the Hagan Chapel. This building also houses offices for marketing and communications.

#### **Athletic and Recreational Facilities**

The John Rollins Wellness Complex encompasses all the athletic facilities on campus. Renovations to the James and Sis Brown Athletic Center expanded the main gymnasium, doubling its seating capacity to 1,000. The Brown Center, together with the Joseph W. Baxter Recreation Center, includes locker rooms, physical education classrooms, coaches' and athletic staff offices, a large training room, and concession stand. The Northside Hospital-Cherokee Fitness Center includes cardio machines and workout equipment. Additionally, the Jack S. Davidson Wellness Center features our wrestling locker room, coaches' offices, training room, and practice area. The space also includes storage for the marching band. Outdoor facilities include four lighted tennis courts and an intramural field.

The Jim and Syble Boring Sports Complex features the lighted Ken White Baseball and Softball Fields.

The J. Thomas and Bettye Jo Isherwood Field House opened in September 2012 with a large weight room, coaches' offices, and locker rooms for football, baseball, softball, and men's and women's soccer. The entire building is outfitted with multiple projectors and televisions for film review.

The Ken White Athletic Field at the University Stadium, an artificial turf field, includes bleacher seating for 1,000, and is the home of soccer, lacrosse, and football. The Ken White Indoor Athletic Facility was added between the field house and softball fields during the summer of 2014. An eagle statue was added to the area during 2015.

Reinhardt Athletics also uses off campus facilities to fulfill practice needs of the tennis, golf, track and field, and cross-country programs. These facilities include the Bridgemill Tennis Complex, Callahan Golf Links, Cherokee High School Track, and Boling Park.

Additional facilities related to recreation include a sand volleyball court, a Frisbee golf course, hiking and biking trails, and several camp sites.

#### **Student Activities, Student Health Services, and Public Safety Facilities**

The William "Billy" G. Hasty, Jr. '67, Linda Nichols Hasty '90, and Hazel Wyatt Hasty Student Life Center in the heart of the Reinhardt University campus opened in May 2007. The facility includes the Jewell Wyatt Bannister Glasshouse, a popular space for meetings, studying between classes, or meeting friends. The Center houses the campus bookstore, the Rec Room, and Reinhardt Central, which provides games, sporting equipment for check-out, as well as offices for residence life, student government, student activities, and student affairs. The building is connected to the W. Frank and Evelyn J. Gordy Center.

The Student Health Center is located in Smith Johnston Hall. The Student Health Center offers services to support each student's pursuit of a healthy life. A nurse is available for regular appointments to treat minor illnesses and injuries and to provide assessment, referral, and



preventive care, as well as to share health-related educational materials. A licensed professional counselor offers a broad range of confidential counseling services and is a resource for referral to a community counselor and/or other mental health services professionals. Professional services are offered by appointment.

The Office of Public Safety is located in the lower level of the East Apartments. This office provides student ID cards, campus parking permits and keys. Public Safety officers are on duty on a 24 hour/7 day a week basis to answer calls for service and patrol the campus.

### **Religious Facilities**

The Blanche Hagan Chapel, a lovely Georgian house of worship, serves as the chapel for the Reinhardt community and the home of the Waleska United Methodist Church.

The Moore Prayer Chapel in Tarpley Education Center provides a quiet place for prayer, worship, fellowship, and study.

Reynolds Wayside Chapel is a picturesque outdoor chapel nestled just off the walking path in the center of campus and is a place to stop along the way, to reflect and pray.

Worship services are also often held in the Bannister Glasshouse in the Hasty Student Life Center.

### **Dining and Meeting Facilities**

The W. Frank and Evelyn J. Gordy Center, originally opened in 1984, was completely renovated and the dining hall was expanded by more than two-thirds its former size during the Summer of 2018.

### **Residence Halls**

The university's residence halls can provide living accommodations for over 800 students. These residence halls include: Herbert I. and Lilla W. Gordy Hall; Smith Johnston Hall; Roberts Hall; two apartment-style residence halls (East Hall and West Hall); Glen and Marjorie

Humphrey Hubbard Blue and Gold Halls; and the most recent addition, Eagles View Residence Hall.

Roberts Hall houses men in varied sized suites; each suite has a living room.

Smith Johnston Hall houses women in two-room suites with connecting baths. It has a large lounge and laundry facilities.

Herbert I. and Lilla W. Gordy Hall houses female and male students in a mixture of four-bedroom suites, with a limited number of single rooms available.

East and West Apartments accommodate female and male students. The two- and four- bedroom units are fully furnished and come equipped with a common area and full kitchen.

Glenn and Marjorie Humphrey Hubbard Blue and Gold Halls offer double occupancy rooms with private restrooms, and each two rooms share a study area.

Eagles View Hall houses both male and female students. The rooms are double occupancy rooms with private restrooms, and a shared study area. Housed in Eagles View are Living Learning Communities, which are communities of students living together where they connect and engage with others who have similar interests. Currently, there are four Living Learning communities – Education, Faith & Spirituality, Honors, and Performing Arts.

### **Other University Facilities and Points of Interest**

The Evelyn Gordy Hospitality House was first constructed on Piedmont Road in Atlanta. Purchased by Reinhardt alumnus Frank Gordy in 1940, the home was moved to the Reinhardt campus in the early 1990s by Gordy's wife, Evelyn, a Reinhardt alumna. The historical home, with its generously proportioned rooms, teak floors, and stunning wall coverings, provides a welcoming setting for special functions, events, and overnight visits.

The F. James and Florrie G. Funk Heritage Center is a unique learning, teaching, and study attraction for North Georgia. Since it opened in late 1999, the Center has attracted more than 184,000 visitors to the Reinhardt Campus for school tours, exhibits, and educational programming. The John H. Bennett Sr. and Ethel C. Bennett History Museum, a component of the Center, contains the Clarence and Margaret Rogers Contemporary American Indian Art Exhibit; Southeastern Indian artifacts unearthed in Cherokee County and other sites; the Herbert L. Buffington Gallery, which features changing exhibits; the Sellars Antique Hand Tool Collection with thousands of historic hand tools; the 70-seat Estelle Bennett Hughes Theater; a Museum gift shop; and the Bennett Family history display. Other parts of the Center include an Appalachian Settlement with historic log cabins, a syrup mill, and a blacksmith shop. The Lou Reeta Barton Northcutt Walking Trail, with its wonderful array of native plants, connects the Museum to the Appalachian Settlement. The Georgia State Legislature has designated the Center as “Georgia’s Official Frontier and Southeastern Indian Interpretive Center.” It was certified as a National Park Service “Trail of Tears” interpretive site in 2013. The Center was a recipient of the Governor’s Awards in the Humanities in 2010. It is open to the public, faculty, staff, and students Tuesday through Sunday.

The Reinhardt campus also includes the Hal B. Wansley President’s Home, which provides living and meeting accommodations for the Reinhardt president and his or her family; and the Bratton Carillon, which chimes on the hour and broadcasts messages during emergencies. Dedicated to the memory of Dr. W.M. Bratton, Reinhardt president from 1927-1944, and Lucy, his wife, the memorial also contains the bell which hung near the former Witham Hall from 1912-1950 and replicas of the columns given to Reinhardt by the Class of ’34.

The Norman W. Paschall Plaza in front of the Burgess Administration Building was named for a longtime trustee and past trustee chair. The Donor Plaza includes the names of Reinhardt supporters and is a popular place for campus

concerts. The Randall Porter Storage Building and the Upchurch Maintenance Facility provide much needed storage, work, and office space for the University.

The Burgess Echo Garden, the unique sound garden between the library and student life center, was built in 1970 to honor former Reinhardt President Dr. J. Rowland Burgess, Jr. The garden features a circular seat from which one can speak and hear an echo in response. The Burgess Arboretum, which encompasses the entire campus, includes thousands of individually labeled tree and shrub species, and celebrated a grand opening in 2009. Many of plants were tagged by Dr. Burgess. The Arboretum’s index map is housed in the Hill Freeman Library and Spruill Learning Center.

Lake Mullenix is a three and one-half acre, spring-fed lake and is a beautiful addition to the Waleska campus. The George W. McClure Water Treatment Facility greatly enhances the University’s opportunity for expansion.

## Continuing Education

Continuing Education courses are offered periodically at Reinhardt University. One Continuing Education Unit, CEU, is authorized for 10 hours of time in class presented by a qualified instructor in a program where clear learning objectives are presented. Classes not requiring 10 hours of instructional time will result in a percentage of CEUs.

Continuing Education is not an academic offering; therefore, no scholarships or grants are available and no academic credit is earned. Continuing Education Certificates are issued on the last day/night of class and a record of earned CEUs is on file at Reinhardt University for 5 years.

Contact the Office of the Provost of the University for information concerning continuing education programs.

## Policy Statements

### Title IV

Reinhardt University subscribes to the 1964 Civil Rights Act, which states: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

### Title IX

It is the policy of Reinhardt University to comply with Title IX of the Education Amendments of 1972, which prohibits discrimination (including sexual harassment and sexual violence) based on sex in the College's educational programs and activities. Title IX also prohibits retaliation for asserting or otherwise participating in claims of sex discrimination. Reinhardt University has designated Kristy Starling, Title IX Coordinator, [KLS1@reinhardt.edu](mailto:KLS1@reinhardt.edu) or 770-720-9146, to coordinate Reinhardt's compliance with and response to inquiries concerning Title IX. A person may also file a complaint with the Department of Education's Office for Civil Rights regarding an alleged violation of Title IX by visiting the U.S. Department of Education's website or calling 1-800-421-3481.

### Section 504 of the Rehabilitation Act of 1973

Reinhardt University complies with Section 504 of the Rehabilitation Act of 1973. No qualified applicant, student, or employee will be discriminated against on the basis of a disability.

Not all facilities are equipped for handicapped access. Class locations will be changed to provide access for handicapped students.

All sidewalks are handicapped accessible. Special parking is provided at all buildings, and handicapped students can receive special permits.

All newer construction provides handicapped access. All remodeling and future construction will provide access for the handicapped.

Reinhardt offers educational support services for students with diagnosed learning disabilities.

## Code of Conduct

Students are expected to conduct themselves in keeping with the Reinhardt University Code of Conduct and the basic philosophy of the University as set forth in the Purpose Statement and are subject to rules and regulations as presented in the Student Handbook. Any student whose behavior is judged to be in violation of the University's standards will be disciplined.

### Honor Pledge

Reinhardt University is a community of learners committed to the integration of faith and learning in the education of the whole person. As a partnership of students, faculty, and staff, we are dedicated to intellectual inquiry, academic freedom, and moral development. We are devoted to the principles of integrity, honesty, and individual responsibility. Therefore, in all our personal and academic endeavors, we will strive to represent our institution with integrity, purpose, and pride; demonstrate honest behavior and expect honesty from others; and accept responsibility for our own words and actions.

## Access to Student Information

### Family Educational Rights and Privacy Act (FERPA)

Under provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, students have the right of access to official records maintained on them by Reinhardt University. A student may inspect and review their educational records by filing a written request with the Registrar. Although access may be normally obtained without undue delay, officials are permitted a 45-day period within which to respond to any request.

### Directory Information

The Family Educational Rights and Privacy Act of 1974, as amended, also provides that the following categories of information may be released by the university as public unless the student chooses to have the information withheld. Such information may be released routinely to certain inquirers and the news media unless the student requests in writing the fall semester of each year that either all or any part of this list be withheld.

1. Name.
2. Address, including:
  - a. Home.
  - b. Residence hall and room number.
  - c. Local off-campus address.
3. Current telephone listing.
4. Place of birth.
5. Major field of study.
6. Participation in officially recognized activities and sports.
7. Weight and height, if a member of an athletic team.
8. Dates of attendance, including current classification and year, matriculation, and withdrawal dates.
9. Degrees, awards, and honors received, including dates granted.
10. The most recent previous educational agency or institution attended.

### **Release of Information**

Without the student's written consent, Reinhardt University does not release confidential information to anyone other than:

- Reinhardt University personnel requiring information for the proper performance of their duties;
- organizations conducting studies for educational and governmental agencies; accrediting agencies;
- appropriate persons in case of health or safety emergencies;
- agencies or offices in connection with the student's application for or receipt of financial aid; governmental officials, as identified in Public Law 93-380;
- parents of dependent children as defined in the Internal Revenue code of 1954;
- and an appropriate official in response to a court order.

Students who wish to release routine grade reports or other official correspondence to parents must complete a signed authorization form with the Office of the Registrar.

### **FERPA Annual Notice to Reflect Possible Federal and State Data Collection and Use**

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expanded the circumstances under which your education

records and personally identifiable information (PII) contained in such records – including your Social Security Number, grades, or other private information – may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution.

Second, Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share your PII without your consent from your education records. They may also track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.



# Admissions Policies and Procedures

---

The Office of Admission informs potential students about educational programs and learning opportunities available at Reinhardt University. It also functions to attract prospective students, receive and evaluate applications and credentials for eligibility, make admission decisions, and notify students of those decisions. For more information visit:

<http://www.reinhardt.edu/admissions>.

## Application Procedures

1. Complete an application. It may be obtained from the University website.
2. Submit the application with a \$25 processing fee.
3. Have an official score report of SAT and/or ACT scores sent to Reinhardt University. Test scores are required for first-time freshman and transfer applicants with fewer than 30 transferrable semester hours/45 transferrable quarter hours. Test scores are not required for applicants who are 21 years of age or older.
4. Have an official copy of your high school transcript sent to Reinhardt. This is not required for transfer students with 30 semester or 45 quarter credit hours of transferable credit. Home schooled students must submit official transcripts from a home school program. A student who has not graduated from an accredited high school or a home school is required to submit an official General Equivalency Diploma (GED) score.
5. Have a copy of your final high school transcript reflecting high school graduation date sent to Reinhardt prior to matriculation. This transcript must reflect your high school graduation date. Federal, state, and institutional financial aid will not be disbursed without receipt of your final high school transcript.

6. If you have attended another institution as a dual enrollment student, submit your official transcript(s) once you have completed your dual enrollment course work.

6. Applicants who do not meet the minimum requirements for admission will be reviewed by the Admissions Committee. Additional documentation may be required including letters of recommendation and a personal statement.

7. Reinhardt University reserves the right to refuse any applicant. Applicants who are denied admission based on academic credentials have the right to appeal the decision to the Admissions Committee.

8. Applicants who have been charged with or convicted of a crime may be asked to interview with a University administrator.

## Freshman Applicants

To be considered for standard admission to Reinhardt University, a student must graduate from an accredited high school. The high school grade point average should be a 2.25 or better in academic subjects. The admission decision is based on Scholastic Assessment Test (SAT) or American University Testing (ACT) scores, high school grades, and a personal interview if requested by University personnel.

Reinhardt University will accept Redesigned SAT scores or scores from SATs taken prior to March 2016. These scores are used for admission, scholarship, and placement purposes. Applicants may submit scores from either the SAT prior to 2016 or the Redesigned SAT.

Graduates of unaccredited schools and home-schooled graduates must submit satisfactory

scores on a college entrance test (SAT or ACT) and a transcript, and may be reviewed by the Admissions Committee.

Freshman applicants who have taken dual enrollment credit at Reinhardt or another institution must have at least a 2.0 college GPA.

Reinhardt University reserves the right to require additional testing of any applicant to complete the assessment process for determining admission eligibility.

These college preparatory units are the minimum requirement for admission into Reinhardt:

English	four units
Math	four units
Social Studies	three units
Natural Science	four units
Foreign Language	preferred

Admission decisions are not based on religion, race, creed, color, gender, marital status, or national origin. Admission to Reinhardt University does not guarantee admission to a specific degree program, such as nursing, teacher education, or music. See program-specific admission requirements, below.

## Dual Enrollment

Reinhardt University offers a dual enrollment program for high school students and participates in the State of Georgia's Dual Enrollment program. This program allows an academically exceptional student to concurrently enroll in college and high school during his or her high school years with the approval of the high school counselor. Dual enrollment students under the age of 16 will be required to interview with the Director of Admissions and/or other University administrators. Students wishing to participate in the state-funded dual enrollment must be rising 11<sup>th</sup> or 12<sup>th</sup> grade students.

Dual enrollment applicants must submit an official transcript indicating a 3.25 grade point average in college preparatory courses and a combined SAT score of 1100 on the Evidence Based Reading and Writing and Math sections on

the Redesigned SAT (or a 1020 combined Critical Reading and Math score on an SAT administered prior to March 2016), or an equivalent ACT score.

Dual enrollment applicants must meet placement requirements for English 101 and Math 102.

Dual enrollment students may not live in University residence halls.

## International Applicants

Reinhardt University values the presence of international students on its campus and welcomes applications from international students. International students must submit credentials to meet regular admissions requirements in addition to the following procedures:

1. Complete an application for admission. This can be found on the University website.
2. Have an official score report of SAT and/or ACT scores sent to Reinhardt University. Test scores are required for first-time freshman and transfer applicants with fewer than 30 transferrable semester hours/45 transferrable quarter hours. Test scores are not required for applicants who are 21 years of age or older.
3. Submit an official bank statement and an affidavit verifying financial responsibility of at least \$37,000. The amount of financial responsibility may be adjusted based on institutional scholarships and outside scholarships. Approval of the bank statement is determined by a designated school official.
4. Have an official copy of your high school transcript sent to Reinhardt. This is not required for transfer students with 30 semester or 45 quarter credit hours of transferable credit.
5. Submit an English translation of the transcript documenting completion of a secondary high school curriculum. The secondary high school transcript must also be evaluated by a credit evaluation service such as World Education Services (wes.org), Josef Silney and Associates

(jsilney.com) or InCred (incred.org). The credit evaluation service must then send the credit evaluation report to Reinhardt.

6. Demonstrate proficiency in the English language by submitting scores on the Test of English as a Foreign Language, TOEFL. A TOEFL paper score of 500 or higher or TOEFL computer score of 173, or an Internet-based score of at least 64 must be presented. This is required only if English is not the student's native language.

7. International transfer students must submit official transcripts from all colleges attended. Transcripts from outside the United States must be evaluated from an official credit evaluation service with a course by course evaluation.

8. Upon acceptance, international students must pay a \$150 tuition deposit. The amount and the date by which this payment is due will be specified in the letter of acceptance.

9. Upon completion of the application process and receipt of all materials, Reinhardt will send the proper documentation to the applicant enabling him or her to apply for a visa. Reinhardt is approved by the U.S. Citizenship and Immigration Services to issue Form I-20A-B for nonimmigrant (F-1) student status.

### Transfer Students

Applicants who have previously attended colleges or universities must submit official transcripts from all previous post-secondary institutions (technical colleges, colleges, and/or universities) attended whether credit was earned or not. Transfer students should be eligible to return to the last institution they attended and have a minimum 2.0 cumulative grade point average in order to be considered for admission to Reinhardt. Students who have a cumulative grade point average of less than 2.0 will be considered for admission on probation by the Admissions Committee. Freshman transfer applicants (less than 45 quarter/30 semester hours of earned credit) must also meet requirements for regular freshman status admission.

Students may not disregard their records from other institutions of higher education. Failure to report previous college attendance is sufficient cause for cancellation of a student's admission or registration and of any semester credits earned at Reinhardt University.

### Transfer Credit Policies

Credit earned at other post-secondary institutions will be evaluated in light of the following policies:

- Only official transcripts will be evaluated.
- Only credits from regionally accredited institutions will be transferred.
- Transferred credits will be equated to directly equivalent courses offered by Reinhardt, when possible. If a direct equivalent is not offered by Reinhardt, the credits will be evaluated by the respective School Dean to determine use toward meeting degree requirements for a major.
- Students will be required to meet all credit hour and degree requirements as stated in the Reinhardt Academic Catalog for degree completion.
- A total of 80 semester hours of credit will be applied toward a Reinhardt baccalaureate degree; a total of 40 semester hours will be applied toward a Reinhardt associate's degree.
- No grades of *D* will be accepted.

Note: A *C* or better is required in ENG 101 and ENG 102 or ENG 103. Other individual program requirements may also apply.

- No transfer credit will be accepted for a course previously attempted and failed at Reinhardt University.
- Credit earned at a non-regionally accredited institution will be evaluated individually to determine acceptance. The collegiate nature of the course content and the credentials of the instructor must be documented for evaluation by Reinhardt. Contact the Office of the Registrar for additional information.

Transfer credit will not be accepted for the following courses:

- Remedial English and remedial mathematics.
- Courses basically of a secondary school or pre-college level.
- Vocational, technical and occupational courses (unless specified in an articulated agreement with another post-secondary institution).
- Courses with nonacademic content.
- Institutional credit courses.

Credits transferred into one Reinhardt University program may not necessarily apply to another Reinhardt program.

Credit posted by another college or university based on CLEP, Advanced Placement, and International Baccalaureate tests will be evaluated subject to Reinhardt's score requirements.

Reinhardt University reserves the right to test the proficiency of any student in course work transferred from other institutions and the right to disallow transfer credit in such course work in cases in which the student cannot demonstrate acceptable proficiency.

Under certain conditions, a Reinhardt student may enroll in another accredited institution as a transient student to earn credits to transfer to Reinhardt University. To ensure credit for such work is applicable to a degree at Reinhardt, approval by the Office of the Registrar should be obtained in advance.

### **Transient Students**

A transient student is one who is seeking a degree at another institution and who wishes to temporarily enroll at Reinhardt. The following instructions are for any student who applies as a transient student to Reinhardt University:

1. The transient student must submit the application for admission noting transient status.
2. Transient approval is handled on a term-by-term basis and a Letter of Good Standing is required for each term. An official transcript from the home institution of the applicant

indicating that the student is in good academic standing may substitute for a Letter of Good Standing.

Admission as a transient student is granted for only one semester. Successful completion of course work as a transient student does not ensure admission as a degree-seeking student. Any student who is initially accepted as a transient student and later decides to transfer to Reinhardt University must reapply to the Office of Admission to be considered for transfer student admission.

### **Readmission to Reinhardt**

If a student does not enroll at Reinhardt for one or more consecutive term or semesters, excluding the summer term, the former student is required to submit an application for readmission. The application is available at [www.reinhardt.edu/application](http://www.reinhardt.edu/application). A student who completed the University withdrawal process with Reinhardt will also be required to file a readmit application. If the student has attended another institution as a transfer student (not transient) since enrollment at Reinhardt University, official transcripts from the other colleges and universities must be submitted for evaluation. Readmit students must be academically, financially, and judicially eligible to return to Reinhardt in order to be readmitted to the University.

Former students who left Reinhardt with below a 2.0 GPA or who left on Academic Suspension will have their file reviewed by the Associate Provost. The Associate Provost may defer to Admissions Committee for a decision. A letter of explanation from the student will be required for review by the Associate Provost, Academic Dean, or the Admissions Committee. Additional documentation may be required.

### **Non-Degree Seeking Students**

Applicants who do not wish to earn a degree from Reinhardt and wish to enroll for audit, enrichment, or similar purposes will be considered for admission as a non-degree candidate. To be considered in this category, the applicant should have previously earned college level credit. A student may register as a non-



degree student in any course for which they have the necessary prerequisites. No more than 15 semester hours can be completed for credit as a non-degree seeking student. Non-degree seeking students are not eligible to receive financial aid.

In situations where a degree seeking applicant is unable to submit official transcripts in sufficient time for evaluation before the beginning of the initial term of enrollment, that applicant will be allowed to enroll by submitting a Provisional Enrollment Agreement. A student may only enroll for one term under stipulations of this agreement.

### **Students with Disabilities**

Students with disabilities are accommodated on an individual basis. Students requiring an academic accommodation should contact the Academic Support Office. Students who require physical accommodation should contact the Office of Student Affairs and/or the Office of Public Safety. Students with specific learning disabilities and/or Attention Deficit Disorder should review the following section.

### **Academic Support Office**

The Academic Support Office (ASO) was established in 1982 to provide supplementary instructional assistance to students with specific learning disabilities and/or Attention Deficit Disorders. The ASO is staffed by full-time professional educators. A student eligible for the program meets:

- Regular college entrance requirements.
- Has been diagnosed with a learning disability or Attention Deficit Disorder.
- May or may not have received accommodative services in the past due to ineligibility for high school services or late diagnosis.

### **Academic Support Office Application Procedures**

1. Request an ASO admission packet from the Office of Admission.
2. Complete the regular University application, indicating the student will seek ASO services.

3. Fill out an ASO supplemental application.
4. Send the following materials to the Office of Admission:

- Application for admission.
- SAT or ACT scores. Students applying for the ASO program may test with accommodations. Test scores are required for first-time freshman and transfer applicants with fewer than 30 transferrable semester hours/45 transferrable quarter hours. Test scores are not required for applicants who are 21 years of age or older.
- Official copies of high school transcripts and all college transcripts. High school transcripts are not required for transfer students with 30 semester or 45 quarter hours of transferable credit.
- A psychological evaluation documenting the student's learning disability. This report must include the following tests: WAIS-R or WISC-R and achievement tests, i.e. WRAT or Woodcock-Johnson, and/or a medical evaluation for Attention Deficit Disorder.
- Copies of Individual Education Plans for as many high school years as possible.
- Three letters of reference addressing an applicant's aptitude, motivation, ability to set realistic goals, interpersonal skills, and readiness for college.
- Official post-graduation high school transcript.

5. Students applying to the ASO program may be asked to interview with the ASO staff.

### **Services Provided by the Academic Support Office**

Services provided by the ASO staff include:

- Academic advisement and counseling.
- Faculty-led tutorials (for which additional tuition is charged).
- Accommodative services for a student with documented learning disabilities.
- Individualized testing situations.
- Note-taker services.

- Coordination of taped texts (membership in Recording for the Blind and Dyslexic is required).
- Learning support group.

## Program-Specific Admission Information

### McCamish School of Business and Sport Studies:

General admission requirements for the Bachelor in Business Administration (BBA) program includes the following:

1. A minimum of two years full- or part-time equivalent work experience.
2. A minimum of 30 semester credit hours of transfer credit from an accredited institution, professionally recognized college or university, or a combination of college credit and credit earned through national testing programs. A maximum of 72 credit hours can transfer into this program.
3. A cumulative grade point average of 2.0 on a 4.0 scale of all attempted collegiate work.
4. English 101 requires a *C* or better.
5. A maximum of 3 semester credit hours for physical education activity courses will be accepted for transfer credit.
6. Official transcripts from all institutions attended.
7. College credit may be earned for military training, Basic Mandate, or Advanced Specialized.

Note: Applicants who do not meet admissions requirements may go through an appeal process and submit additional documentation for Admission Committee Review.

General admission requirements for the Associate of Business Administration (ABA) program includes the following:

Freshman Applicants (Applicants with less than 45 quarter/30 semester hours of earned college credits)

1. Graduated from an accredited high school with a grade point average of 2.25 or better in academic subjects. Submit official high school transcripts.

a. Freshman applicants who have taken dual enrollment credit at Reinhardt or another institution must have at least a 2.0 college GPA.

b. Graduates of unaccredited schools and home-schooled graduates must submit an official General Equivalency Diploma (GED) score.

i. These graduates may submit scores on a college entrance test (SAT/ACT), a transcript or portfolio of academic work.

c. College entrance test scores are not required for applicants 21 years or older

d. Documents will be reviewed by the Admissions Committee.

2. Submit current and redesigned SAT scores or ACT scores.

3. Minimum of two years of full or part time work experience.

Transfer Applicants (Applicant with more than 45 quarter/30 semester hours of earned college credits)

1. Applicants must submit official transcripts from all previous post-secondary institutions (technical colleges, colleges and/or universities) attended whether credit was earned or not.

a. The applicant must be eligible to return to the last institution attended.

b. Transcripts must show a minimum 2.0 GPA.

2. Minimum of two years of full or part-time work experience.

Transfer applicants with less than 45 quarter/30 semester hours of earned credit must also meet requirements for regular freshman status admission.

Note: Applicants who do not meet admissions requirements may go through an appeal process and submit additional documentation for Admission Committee Review.

## Price School of Education Admission Requirements

The PSOE has established three admission points throughout its teacher preparation programs where evidence of candidate content, pedagogical and professional knowledge, skills, and dispositions will be reviewed and decisions made regarding eligibility for the next stage of candidate development. During each stage, candidates will demonstrate proficiency acquisition through a structure of courses that will be common to all candidates in each program.

Prior to Stage I initial admittance to the PSOE, teacher candidates will acquire basic knowledge and understanding of PSOE conceptual framework based on the elements of differentiated instruction. After Stage I admission, coursework will be designed to assist candidates in integrating essential content as well as pedagogical and professional knowledge to plan and implement instruction that will support students' diverse learning needs. Stage I courses will highlight the PSOE DATA Model for Instruction as a teacher's response to the needs of academically diverse learners.

Following Stage II admission, candidates will receive scaffolded assistance as they apply the PSOE Student Learning Outcomes in a local classroom practicum setting. After Stage III admission, candidates will independently apply the PSOE Student Learning Outcomes through implementation of the DATA Model during 16 weeks of fulltime teaching in a local school setting.

For Stage I Initial Admittance to the PSOE, all PSOE Candidates must:

- Complete a minimum of 36 semester credit hours with a grade point average of 2.75.
- Complete the following courses with a *C* or higher: ENG 101, ENG 102, COM 108, PSY 101, EDU 225 and EDU 230.
- Submit a passing score on all three sections of the GACE Program Admission Assessment. Candidates may exempt GACE for one of the following reasons:

- SAT taken before July 1, 2019: 1000 on Verbal/Critical Reading, and Math; OR Evidence-Based Reading/Writing, and Math
- SAT taken on or after July 1, 2019: 1080 on Evidence-Based Reading/Writing, and Math
- ACT (43 on English and Math) or

- Complete the GACE Georgia Educator Ethics Program Entry Assessment: Test 350.
- Submit a background check to insure a demonstration of consistent ethical behavior.
- Provide documentation of at least 30 hours of classroom field experience.
- Demonstrate a professional disposition during general education coursework and field experience.
- Demonstrate knowledge and understanding of the PSOE conceptual framework addressing differentiated instruction and assessment.
- Submit an application for initial admittance to the PSOE. Stage I applications may be obtained from and returned to the Dean's Office of the PSOE.
- Complete a successful interview with the PSOE Teacher Education Admissions Committee.

**NOTE:** Secondary Biology, English/Language Arts, History, Mathematics, and Music Education students must also complete all program content area courses with a *C* or higher. Students should see their program coordinator for the specific rubric criteria. In addition to the above criteria, Music Education students must pass the Piano Proficiency Exam in order to be formally admitted to Music Education.

For Stage II Admittance to Clinical Practice, EE, MGE, and Secondary Education Candidates must:

- Possess an overall GPA of at least 2.75 with grades of *C* or higher in all Major Field, Teaching Field, Affiliated Teaching Field, and Professional Education Courses.
- Provide documentation of at least 30 additional hours of field experience.

- Demonstrate a professional disposition during Stage I coursework.
- Submit an application for Stage II admittance to Clinical Practice Courses. Stage II applications may be obtained from and returned to the Clinical Practice Coordinator of the PSOE.

**NOTE:** Admission to Clinical Practice is not a requirement for Music Education candidates.

For Stage III Admittance to Clinical Residency, All PSOE Candidates Must:

- Possess an overall GPA of at least 2.75 with grades of C or higher in all Major Field, Teaching Field, Affiliated Teaching Field, and Professional Education Courses.
- Submit a passing score on both sections of the applicable GACE Content Assessment.
- Complete the GACE Georgia Educator Ethics Program Exit Assessment: Test 360.
- Provide documentation of at least 100 hours of field experience.
- Demonstrate a professional disposition during Stage II coursework and field experience.
- Demonstrate an appropriate level of application of PSOE Student Learning Outcomes.
- Demonstrate use and integration of technology.
- Submit an application for admittance to Clinical Residency. Stage III applications may be obtained from and returned to the Office of the Director of Field Experience.

**NOTE:** In addition to the above criteria, Music Education candidates must have passed the appropriate GACE Content Assessment and successfully performed their senior recital in order to be approved for Clinical Residency.

## **Cauble School of Nursing and Health Sciences**

### **Bachelor of Science in Nursing Admission Requirements:**

- Completion of all core and prerequisite courses before entering the Nursing program.

- Application to the Reinhardt University School of Nursing the Semester before entering the School of Nursing. Application includes the following:

- Essay: Reason for pursuing Nursing career.
- Panel Interview.
- Resume – to include volunteer service
- Reference letters (2)
- Successful completion of the Test of Academic Skills (TEAS exam) at proficiency level 2.
- Overall GPA of at least 3.0.
- Anatomy and Physiology I and II, Microbiology, Chemistry, and Pathophysiology with a minimum cumulative science grade of 3.0. Courses must have been completed in the prior 5 years, and can only be repeated once.
- Grades of C or higher are required for all Natural Science, Social Science, Math, and English courses.

### **Registered Nurse to Bachelor of Science in Nursing Program**

Admission criteria for the R.N. to B.S.N. program:

- Meet University admission requirements.
- Admittance to the University does not automatically admit the student to the R.N. to B.S.N. program; an additional application is required once general education and associated sciences are completed.
- Graduate of an accredited diploma or associate degree of nursing program.
- GPA of 2.0.
- No grade less than a C in associated sciences.
- Must have a current, unencumbered RN license.
- Must meet all the clinical grid requirements such as criminal background, drug testing, physical, etc. that are listed in B.S.N. handbook.
- Completion of all core and prerequisite courses before entering the R.N. to B.S.N. nursing program (62 credits).

## School of Performing Arts

### Admission Requirements

Prospective students must meet the general admission standards of Reinhardt University.

Students who desire a major in music or theatre must complete an application for the School of Performing Arts and arrange to audition for the faculty. Potential music and musical theatre students must pass an audition in their performance areas and complete a placement exam in music theory. Potential musical theatre students along with straight theatre students must perform a monologue during the audition. Information on the application and audition processes may be obtained from the School of Performing Arts. The prospective music or theatre major is formally admitted to the School of Performing Arts only after all requirements have been met, which include two letters of recommendation.

Students majoring in Music Education must meet all of the entrance requirements for the Price School of Education. All information regarding entrance requirements, goals and objectives, and issues related to licensure will be found in the Music Student Handbook.

## School of Professional Studies

### Bachelor of Criminal Justice Program

#### Admission Requirements:

General admission requirements for the Bachelor of Criminal Justice include the following:

1. A minimum of 30 semester credit hours of transfer credit from a regionally accredited institution (a maximum of 80 credit hours may transfer into this program).
2. A cumulative grade point average of 2.0 on a 4.0 scale of all attempted collegiate work.
3. Applicants who do not meet the minimum requirements for admission may apply to the admissions committee for consideration.

#### Associate of Science in Criminal Justice

Freshman Applicants: (Applicants with less than 45 quarter/30 semester hours of earned college credits)

- Graduated from an accredited high school with a grade point average of 2.25 or better in academic subjects. Submit official high school transcripts.
- Freshman applicants who have taken dual enrollment credit at Reinhardt or another institution must have at least a 2.0 college GPA.
- Graduates of unaccredited schools and home schooled graduates must submit an official General Equivalency Diploma (GED) score.

These graduates may submit:

- Scores on a college entrance test (SAT/ACT), a transcript or portfolio of academic work.
- College entrance test scores are not required for applicants 21 years or older
- Submit current and redesigned SAT scores or ACT scores, if applicable.

Documents will be reviewed by the Admissions Committee.

Transfer Applicants: (Applicant with more than 45 quarter/30 semester hours of earned college credits)

- Applicants must submit official transcripts from all previous post-secondary institutions (technical colleges, colleges and/or universities) attended whether credit was earned or not.
- The applicant must be eligible to return to the last institution attended.
- Transcripts must show a minimum 2.0 GPA.
- Minimum of two years of full or part-time work experience

Transfer applicants with less than 45 quarter/30 semester hours of earned credit must also meet requirements for regular freshman status admission.

Note: Applicants who do not meet admissions requirements may go through an appeal process and submit additional documentation for Admission Committee Review.

**Bachelor of Healthcare Administration  
Program Admission Requirements:**

General admission requirements for the Bachelor of Healthcare Administration include the following:

1. A minimum of 30 semester credit hours of transfer credit from a regionally accredited institution (a maximum of 80 credit hours may transfer into this program).
2. A cumulative grade point average of 2.0 on a 4.0 scale of all attempted collegiate work. An applicant that does not meet the 2.0 grade point average may be admitted on a probationary basis for one semester with the consent of the admissions committee.
3. Applicants who do not meet the minimum requirements for admission may apply to the admissions committee for consideration.

**Adult and Online Degree Completion  
Programs Admission Requirements:**

General admission requirements for the Bachelor of Arts in Organizational Management and Leadership (OML) program includes the following:

1. A minimum of two years full- or part-time equivalent work experience.
2. A minimum of 60 semester credit hours of transfer credit from an accredited institution, professionally recognized college or university, or a combination of college credit and credit earned through national testing programs. A maximum of 72 credit hours can transfer into this program.
3. A cumulative grade point average of 2.5 on a 4.0 scale of all attempted collegiate work.
4. English, Math, and Communications require a C or better.
5. A maximum of 3 semester credit hours for physical education activity courses will be accepted for transfer credit.
6. Official transcripts from all institutions attended.

Note: Applicants who do not meet admissions requirements may go through an appeal process and submit additional documentation for Admission Committee Review.



# Tuition and Fees

## Expenses

Fall 2019 - Summer 2020 Undergraduate  
Tuition and Expenses

All charges are subject to change.

### Tuition: Waleska Campus

#### Part time Tuition:

(1 - 11 credit hours per semester)      \$792 per  
credit hour

#### Full time Tuition

(12 to 18 credit hours per semester)      \$11,650  
per semester

### Room and Board Rates Include Meals:

	<i>Rate per semester</i>
East and West Apartments	\$5,510
Eagles View	\$5,250
Hubbard Hall, Blue Hall, Gold Hall	\$5,050
Gordy, Roberts, Smith Johnston	\$4,430
Private Room (Single)	\$5,855

\*Commuter Meal Plans are available through  
the Business Office\*

### Adult Learners - Advantage, Extended Campus, and On-Line Programs:

Tuition per credit hour	\$465
Tuition per credit hour Online R.N. to B.S.N.	\$350

### Graduate Programs:

Tuition per credit hour (MAT, MBA, M.Ed)	\$515
Tuition per credit hour (MFA - Creative Writing)	\$515
Tuition per credit hour (MPA)	\$400
Master of Sports Administration (per credit hour)	\$ 450

### Special Program Charges:

Academic Support Services Program (per course)	\$1,125
Undergraduate Private Music Lessons-non music major (per credit hour)	\$160
Directed Study (per credit hour)	\$90
Music Major Fee (per semester)	\$325
Nursing Program Fees (per semester)	\$1,100

### Per Hour Tuition--% Discount:

Audit Course Fee (course not taken for credit)	50%
Audit Senior Citizen (age 55 and older)	75%
High School Dual/Joint Enrollment (per credit hour)	\$250
Experiential Learning Credit	50%

### Miscellaneous Charges and Fees:

• Undergraduate Graduation Fee (non- refundable) paid by deadline based on anticipated term of Graduation	\$100
• Late Undergraduate Graduation Fee	\$125
• Graduate Level Graduation Fee (non- refundable) paid by deadline based on anticipated term of Graduation	\$125

•Late Graduate Level Graduation Fee	\$150
• MFA Graduation Fee	\$250
• Late MFA Graduation Fee	\$275
•Transcript Fee per official copy	\$7
•Replacement Diploma	\$75
•Returned Check Charge	\$25
•Dual Enrollment Technology Fee (per semester)	\$50
•Student Activities Fee (per semester)	\$100
•Athletic Insurance Fee (athletes only; annually)	\$540
•Campus Fee (per semester)	\$350
•Orientation Fee	\$175
•Nursing Orientation Fee	\$210
•Public Safety Fee (per semester)	\$50
•Program Fee (per semester)	\$100
<i>Program Fee is charged to Professional Studies, Advantage, and Graduate Programs</i>	
• School of Nursing Pinning Ceremony Fee	\$175
Student ID Card replacement fee	\$15
Residence Hall Room Key replacement fee	\$200

### First Year Residence Policy

Reinhardt University requires all first-year students to live on campus. Students receiving 50% or more of their tuition expenses from Reinhardt Institutional Aid are required to reside on campus. To be exempt from living on campus, students must meet one of the following criteria:

- Living with parents (verification required).
- Married or living with children (verification required).
- 24 years of age or older (verification required).

### Payments

Tuition, residence hall, and meal plan fees are charged by the semester and are due approximately two weeks before the first day of class. Specific due dates vary and may be found

in the Academic Calendar. Checks or money orders should be made payable to Reinhardt University.

No student is permitted to attend class before completing financial arrangements for the semester.

### Tuition Management Services

Reinhardt University has contracted with Tuition Management Services (TMS) to allow students to spread the payment of tuition (less financial aid) for Fall and Spring semesters (not available for summer semester tuition). The payments are made directly to TMS. While no interest is charged for this service, TMS does charge a fee of \$47 per semester to enroll. Please contact the Business Office for information or an application. You may contact TMS at 1-888-722-4867 or at [www.reinhardt.afford.com](http://www.reinhardt.afford.com).

### Delinquent Student Accounts

Each student is responsible for their account balance. Regardless of any problems with the source of funds (Direct Loans, Pell Grant, State funds, etc.), should all awards received not satisfy the balance of a student's account it is the student's responsibility to pay tuition and fees by the scheduled due date.

A student with outstanding financial obligations may be prevented from registering for the subsequent semester by having a hold placed on their student record. Transcripts and diplomas will also be held until all financial obligations are satisfied. Financial obligations include all outstanding charges on a student's account. Failure to satisfy financial obligations to the University may result in the delinquent account being assigned to a collection agency.

### Tuition Deposits

Each new student accepted by Reinhardt must pay a \$150 deposit. This deposit serves as a tuition deposit toward the student's first semester charges. The tuition deposit is nonrefundable after May 1 in the year the student applies.

### Housing Deposits

Each resident student must pay a \$200 deposit. The housing deposit is returned to the student



after his or her final semester living on campus and after a satisfactory and complete check-out with a residence life staff member. A housing deposit automatically rolls to the next year if a student is signed up to continue to live in the residence halls for the next year. If a student owes any charges for cleaning, damage, repairs, or other specific changes, these amounts will be deducted from the refund amount.

## Reinhardt University Refund Policies

### Tuition Refund Policy

Any student who officially withdraws from all classes will receive a refund based upon the Reinhardt University Refund Policy listed below.

<i>Tuition Refund period</i>	<i>Percentage of institutional charges refunded</i>
------------------------------	---

Total withdrawal during the official drop/add period	100 %
--	-------

Withdrawal after the drop/add period of the semester	0%
--	----

There will be no refund of tuition or required fees if a class or classes are dropped after the last date of drop/add each semester or session.

Refunds will be made only for students who completely withdraw from the University. These refunds will be made according to the Federal and institutional refund policies currently in effect.

### Refund Checks

The Business Office disburses refund checks to the student once the student has attended class through the appropriate certification period and funds have been received. Whenever a school credits Federal Student Aid (FSA) program funds to a student's account and those funds exceed the student's allowable charges, a FSA credit balance occurs. A school must pay the excess FSA program funds (the credit balance) directly to the student as soon as possible, but no later than 14 days after actual FSA funds are received.

A written request must be submitted to the Business Office should a student wish to leave a credit balance for future use. Requests will not be honored when requesting to hold funds from one financial aid award year to another.

### Student Book Voucher Policy and Procedure

- If a credit balance will occur on the account, and the student meets the requirements for a book voucher, the student must request a book voucher form at the Business Office. Book vouchers can only be obtained at the Business Office.

- There will be only one book voucher per student per semester.

- Book vouchers will be given out beginning one week prior to the first day of class and continue through the second week of classes.

- No book vouchers will be given after the second week of class. Students must purchase all required books at the beginning of the semester.

Note: "Beginning of the semester" only applies to the beginning of full session fall and full session spring semester. All session I and II books should be included on the book voucher at the beginning of fall and spring semesters.

- After receiving a book voucher, the student must take the approved form and his or her class schedule to the bookstore.

- The bookstore personnel will complete the book voucher form by recording a detailed description of the entire transaction. A student will only receive books for the amount approved by the Business Office. The bookstore will submit the completed forms to the Business Office. The Business Office will post book charges to the student's account.

- A book voucher can only be used to purchase text books.

- No student is allowed to purchase books for another student with a book voucher.

### Credit Balance Refund Policy

Financial Aid programs will be credited on student accounts in the following order each semester, if eligible:

1. Federal PELL Grant.
2. Federal Supplemental Education Opportunity Grant (FSEOG).
3. Georgia Tuition Equalization Grant (GTEG).
4. HOPE Scholarship.
5. Non-federal or non-state Scholarships.
6. Institutional (Reinhardt University) Scholarships.

Credits involving institutional and non-institutional scholarships are treated differently because the amount of institutional aid is capped for each student.

**Institutional Scholarship Recipients:** If an institutional scholarship creates a credit balance on your account, the amount of your institutional scholarship will be reduced to cover only the amount you owe as outlined in your Reinhardt University Institutional Aid Agreement. The total amount of institutional scholarships may not exceed the cost of tuition and on-campus room and board when added to any other institutional scholarship or grant the student may be eligible to receive. This excludes loans or work-study.

**Non-federal or non-state Scholarship Recipients:** If a non-federal or non-state scholarship creates a credit balance on your account, you can receive a refund from that scholarship of up to the amount of the scholarship after you have received all your financial aid and your tuition has been paid. Any remaining excess funds (after you have received your refund) will be deducted from your institutional (Reinhardt University) scholarship awards.

### **Return of Title IV Funds**

If a recipient of Title IV aid withdraws during a payment period (or a period of enrollment), the institution must calculate the amount of Title IV aid the student did not earn. Unearned Title IV funds must be returned to the Title IV programs. The Return of Title IV Funds policy applies through 60% of enrollment period.

The Title IV funds earned is calculated by the number of calendar days completed, divided by

the number of calendar days in a period. The result is the percentage completed (earned).

Title IV funds will be returned in the following order:

- Unsubsidized Federal Stafford Loan.
- Subsidized Federal Stafford Loan.
- Federal PLUS Loan.
- Federal Pell.
- FSEOG.
- Other Title IV.

Students with questions about refund policies should contact the Office of Student Financial Aid.

### **Residence Hall and Meal Plan Refund Policy**

A residential student who moves out of the residence hall within the first two weeks of class will receive a prorated refund based upon the policy listed below.

Withdrawal date:	Refund:
First week of class	93%
Second week of class	85%
After second week of class	0%

### **Refunds and Disciplinary Action**

Students suspended or expelled for disciplinary reasons are not entitled to a refund of any deposits, tuition, or fees paid. Students who must vacate their residence hall rooms as a result of disciplinary actions (but are allowed to continue attending classes) are not eligible for a refund of that semester's room rent; however, meal cards may continue to be used in the Gordy Center.

### **Educational Assistance for Veterans**

Veterans may be eligible to receive educational assistance through the Veterans Administration while enrolled at Reinhardt University and pursuing an approved program of study. The Office of the Registrar provides enrollment certification to the Veterans Administration for eligible students. Veterans must provide a certified copy of their DD214 or NOBE form to the Office of the Registrar and complete the

appropriate application for benefits. Physical education credit is awarded on the basis of one semester credit for each year of active duty completed.

### **Refunds for Military Service Personnel Called to Active**

Students who are members of the Georgia National Guard or other reserve components of the armed forces who receive emergency orders to active military duty are entitled to a full refund of tuition paid for that semester, in accordance with federal and state guidelines.

Military personnel on active duty in the armed forces who, before the end of their present station assignment, receive emergency orders for a temporary or permanent change of duty location are entitled to a full refund of tuition paid for that semester, in accordance with federal and state guidelines.

### **Withdrawal from Reinhardt University**

If a main campus student (that is, a student not enrolled in an adult/online degree completion program) wishes to withdraw from all courses before the end of the semester, he or she must:

- Obtain a withdrawal form from the Registrar's Office and complete the student information portion.
- Obtain required signatures from his or her Academic Advisor (or dean, in the event that the advisor is unavailable), as well as the Office of Housing and Residential Education, if applicable.
- Submit the completed withdrawal form to the Registrar's Office for processing, along with his or her student ID card.
- Refunds due to a withdrawal from Reinhardt University are processed according to the submission date and the refund policies listed in this catalog.

Students who complete the appropriate paperwork and withdraw before midterm of the respective term or sub-term of a course will receive a grade of *W*. Students who cease attending the university without completing the

appropriate paperwork or who initiate a withdrawal after the published deadline for the last date to withdraw without penalty will receive a grade of *F*.

If a student in an online program wishes to withdraw from the university, it is his or her responsibility to notify his or her advisor that he or she wishes to withdraw, and to contact the Office of Financial Aid to determine how withdrawing will impact his or her financial aid. The student's advisor will arrange the appropriate electronic withdrawal form and will involve the Office of the Registrar in the finalizing the withdrawal.

Online students can also be withdrawn from the university due to lack of participation in their program. Students who have not completed initial course activities during the first week of the term will be administratively withdrawn. Attention should be given to the course syllabus for ongoing course attendance expectations. An administrative withdrawal may negatively impact a student's financial aid or balance with the university.

Students who wish to withdraw at the end of a semester for which they are currently enrolled should initiate the withdrawal process during their last days on campus (or during finals, for online students) to ensure they receive credit for all courses.

Students who wish to withdraw between semesters, or after the end of a semester when they are not enrolled for a subsequent semester, should follow the process outlined above for their respective program, but will not be subject to academic penalties or refunds.

It is ultimately the obligation of the student to initiate and complete withdrawal paperwork in a timely manner and in accordance to university policy. Untimely or incomplete withdrawal may adversely affect a student's balance with Reinhardt University, or his or her financial aid eligibility at other institutions. A third party (parent, guardian, relative, friend, coach, significant other, etc.) may not initiate or

complete withdrawal paperwork on behalf of the student.

Academic transcripts are not automatically issued to withdrawing students; withdrawing students who wish to request a transcript must do so in the process outlined under Academic Transcripts in the Academic Policies and Procedures section of the catalog (Section H).

For more information on how withdrawing from the university may affect a student's balance with the University, including withdrawal refund policies, please see the Reinhardt University Refund Policies earlier in this section of the catalog. For more information on the deadline to withdraw with a *W*, please see the Academic Calendar in section U of this catalog.



# Student Financial Aid

## Student Financial Aid Policy

Reinhardt University's Office of Student Financial Aid is committed to assisting students in maximizing eligible resources to attend the University through Federal, State, and Institutional Aid.

## Procedures for Applying for Financial Aid

### General Financial Aid Procedures

1. New students must be accepted to the University.
2. Complete the Free Application for Federal Student Aid (FAFSA). The FAFSA may be obtained online at <http://www.fafsa.ed.gov>. Please read the instructions carefully before completing the form. Be sure to include the Title IV code for Reinhardt University (001589) on the application. Returning students will need to complete the FAFSA each October using the prior prior year's federal tax forms.
3. Complete the Georgia Tuition Equalization Grant Application online at [www.gafutures.org](http://www.gafutures.org) if the student or parent (if dependent) is a legal resident of the state of Georgia.
4. Once a new student has been accepted, they will begin receiving communication from the Office of Student Financial Aid via e-mail. This may be an Estimated Award Letter and/or Award Letter via e-mail. Each time a student's package changes, the student will receive a new Letter and can view his or her information on EagleWeb.

### Eligibility for Federal and State Aid

Applicants for all federal and state programs must meet these criteria:

1. Students must be U.S. citizens or eligible non-citizens enrolled in a degree program.
2. Students must maintain satisfactory academic progress as defined in this catalog to be eligible for financial assistance.
3. Students may not be in default on a student loan or obligated to pay a refund on a previous federal or state grant program.
4. Students must establish financial need by filing the Free Application for Federal Student Aid (FAFSA) to receive Pell Grants or loans.
5. Male students must be registered with Selective Service (if required).

Many types of aid can be awarded only to students who are classified as full-time. The federal and state definition of a full-time student is one who is taking 12 credit hours per semester.

To receive all eligible federal aid, a student must also be in class for the entire semester. For financial aid purposes, session classes within one semester are counted together to determine eligibility for financial aid. Note that students who are only partially enrolled within sessions per semester will not be eligible to receive any federal aid.

## Primary Sources of Student Financial Assistance

The primary sources of student financial assistance include federal, state, and institutional aid. Each source generally requires a separate application process, except for institutional aid.

### Types of Federal Aid

To receive federal student aid, a student must first establish financial need. Need is established by

completing the FAFSA. Federal need-based aid includes the Federal Pell Grant; the Federal Supplemental Educational Opportunity Grant; the Federal Subsidized Direct Loan, and the Federal Student Worker Program.

### **Determining Need**

A student's eligibility for need-based aid is the difference between the estimated cost of attendance and the Expected Family Contribution (EFC). Estimated cost of attendance is determined by adding tuition and fees, room and board, transportation, books and supplies, and miscellaneous fees. The EFC is provided by the federal processor on the Student Aid Report, which results from completing the FAFSA (see the section above). The resulting figure is the student's financial need. A student may receive up to that figure in need-based student assistance from any source.

### **Federal Grants, Student Work Program, and Direct Loans**

The student and the University are notified by the Student Aid Report and Institutional Student Information Record (ISIR) if the student is eligible for the Federal Pell Grant. The amount of the grant is determined by the student's need and enrollment status.

After Pell Grant eligibility is established, eligibility for other federal grants, Federal Student Work Program, and loans are determined. Financial need, classification, and dependency status determine the type(s) of loan(s) a student can receive.

Reinhardt University participates in the Federal Direct Loan Program. Eligible students can qualify for subsidized and unsubsidized direct loans.

- Subsidized loans: No interest or payments are due until six months after the student ceases to be enrolled, graduates, or drops below half-time status.
- Unsubsidized loans: Interest is due while in school or can accrue.
- The loan amount available is based on the student's classification and other eligible aid received.

To apply for student and/or parent loans, please visit our website:

<https://www.reinhardt.edu/student-life/student-services-resources/financial-aid/undergraduate-financial-aid/financial-aid-checklist/>

### **Non-Need-Based Assistance**

Non-need-based aid is awarded through the same process as described. If the student does not have un-met financial need as described above, the student may be offered an Unsubsidized Federal Direct Loan and/or the Federal Parent Loan for Undergraduate Students (PLUS Loan). All students and parents are eligible to apply for these loans, regardless of financial need or income level.

The low-interest-rate Parent Loan for Undergraduate Students (PLUS) loans assist parents with educational expenses for a dependent child. Normal standards of creditworthiness are used to determine if a parent is accepted for the loan.

### **Loan Entrance/Exit Counseling for Borrowers**

All first-time borrowers are required by the U.S. Department of Education to complete an "entrance loan counseling session" prior to receiving any loan funds. After completing loan entrance counseling, borrowers will have a better understanding of loan consolidation, repayment options, responsibilities of a borrower, and borrower rights.

Student loan borrowers are also required to complete an "exit loan counseling session" any time they are not enrolling for the next semester. Both of these loan counseling sessions can be completed online at:

<https://studentloans.gov/myDirectLoan/index.action>

### **Student Worker Program**

Participation in the student worker program provides valuable work experience in various areas within the University.

- Students wishing to apply for the student worker program must complete a current FAFSA and submit specified documents.

- Timesheets are submitted to the Office of Student Financial Aid according to published deadlines.
- The monthly hour limit per student is 40 hours a month and students are paid twice per month.
- Students are only allowed to work outside of scheduled class times, including lab and exam times. Students may not work during a scheduled class time when the class is cancelled.

More information regarding the work-study program can be found on the work-study link at [www.reinhardt.edu/financialaid](http://www.reinhardt.edu/financialaid).

### State Aid Programs

The State of Georgia has several financial assistance programs available to students who have resided in the state for 24 months before the beginning of the term for which they are applying for aid, maintaining Satisfactory Academic Progress, are not in default on previous student loans, or owe a refund to the state. These programs are:

- Georgia Tuition Equalization Grant (GTEG): Apply for the GTEG online at [www.gafutures.org](http://www.gafutures.org). Select Reinhardt University to receive the GTEG application information.

To be eligible to receive the Georgia Tuition Equalization Grant, a student must be enrolled for at least twelve credit hours within a semester and maintaining Satisfactory Academic Progress (SAP).

- Georgia HOPE Scholarship: The HOPE Scholarship requires students to apply by completing the Georgia Tuition Equalization Grant form (GTEG) and HOPE Application at [www.gafutures.org](http://www.gafutures.org). To be eligible to receive the HOPE Scholarship you must have a 3.0 HOPE GPA. HOPE scholarship eligibility generally expires 7-10 years after completion of high school.
- Zell Miller Scholarship: The Zell Miller Scholarship requires students to apply by completing the Georgia Tuition Equalization Grant (GTEG) form and HOPE Application at [www.gafutures.org](http://www.gafutures.org). To be eligible to receive Zell Miller Scholarship you must have a 3.7 final HOPE GPA, 1200 SAT/26 ACT at a single test date, and have graduated high school after 2007.

The state determines Zell Miller eligibility at high school completion. Zell Miller eligibility expires 7 years after completion of high school.

For information on any of these programs, contact the Reinhardt Financial Aid Office or visit [www.gafutures.org](http://www.gafutures.org).

### Institutional Aid Programs for Main Campus Students

The scholarship and grant programs administered by Reinhardt University are designed to assist a wide range of students from varying backgrounds and situations. Funds are awarded each year to qualified students who excel in academics, leadership, and/or athletics and to students who have demonstrated an enthusiasm for learning and need financial assistance.

A brief list of these programs includes:

- Reinhardt Academic Scholarships
- Reinhardt Achievement Scholarships
- Reinhardt Hagan United Methodist Scholarship Program
- Reinhardt Transfer Scholarships
- Athletic Scholarships
- Cherokee County Grant
- The Goizueta Scholarship
- Honors Scholarships
- Performing Arts Scholarships
- Pickens County Grants
- Sharp Scholarship

Students receiving 50% or more of their tuition expenses directly from Reinhardt Institutional Scholarships are required to reside on campus unless they are eligible through one of the following exemptions:

- living with parents (parent signature required).
- Married or living with children (verification required).
- 24 years of age or older (verification required).

For a complete listing of Reinhardt-administered scholarships and grants with descriptions and application procedures, contact the Office of

Student Financial Aid or see [www.reinhardt.edu/financialaid](http://www.reinhardt.edu/financialaid).

### External Sources of Financial Aid

Financial aid can also be provided by private foundations, corporations, service organizations, and business associations. The process of applying for these funds is as varied as the types of organizations offering them. The first step of applying is to actually find these sources and make contact with them. Search safely. The best place to begin this search is on the Internet. Several scholarship search programs can be found on the Internet; many are free.

### Financial Aid Satisfactory Academic Progress (SAP) Criteria

The Higher Education Act of 1965, as amended, requires colleges and universities to define and enforce standards of Satisfactory Academic Progress (SAP) for all students receiving federal assistance. The financial aid definition of Satisfactory Academic Progress differs somewhat from standards for academics as stated in this catalog.

All full and part-time students receiving federal financial aid must be in good academic standing and making satisfactory progress. These standards, defined below, must also be met for students to receive state aid. Satisfactory Academic Progress will be evaluated at the end of each semester by the Registrar and Director of Student Financial Aid. At the end of each semester, students will be evaluated and notified if they are not meeting SAP requirements. The first semester a student does not meet SAP requirements they are placed on Financial Aid Warning. At the end of the following semester if a student is still not meeting SAP requirements they are then placed on Financial Aid Suspension.

Students on Financial Aid Suspension are not eligible for any financial aid until they meet SAP requirements or an appeal is approved. SAP appeals are reviewed and decided by the Appeals Committee. Students whose appeal is approved will then be placed on Financial Aid Probation.

To be eligible to continue to receive federal and state aid, a student must maintain these grade point averages (GPA):

Hours attempted	Minimum GPA
0-15	1.5
16-30	1.6
31-45	1.7
46+	2.0

\*Transfer grades are calculated for students who are identified with a possible negative SAP status.

A student receiving financial aid must demonstrate measurable progress toward the completion of his or her degree program by maintaining an overall rate of progress of 67 percent. This applies to both full time and part time financial aid recipients. The rate of progress is calculated using the following formula: hours earned, divided by hours attempted.

The maximum time for completion of degree requirements for students receiving aid is 150% of the credit hours required to complete their degree. Baccalaureate programs must be completed within twelve semesters. Associate degree programs must be completed within six semesters.

Students receiving grades of all *F*'s for one semester will be placed on Financial Aid Suspension.

A student who does not meet these criteria will not be allowed to receive further federal or state aid until the student's cumulative performance at Reinhardt meets or exceeds these standards when reviewed at the end of the following semester checkpoint.

### Financial Aid Eligibility Appeal Procedure

A student may appeal the loss of financial aid if he or she feels that mitigating circumstances have occurred. The appeal must be submitted in writing to the Registrar and must contain documentation of the mitigating circumstances. The appeal will be reviewed by the Appeals Committee. The student will be notified of the



Committee's decision in writing. The decision of the Appeals Committee is final.

### **Renewal of Financial Aid Awards**

Financial aid is an annual process. Students must apply for grants, loans, and scholarships every spring for the following school year. Students must meet eligibility requirements and file the appropriate applications for each program. This consists of completing the Free Application for Federal Student Aid (FAFSA). The priority deadline for receipt of a completed financial aid file is June 1. Applicants whose files become complete after this time will be considered based upon availability of funds.



# Student Services

The Reinhardt experience provides a whole person approach to education. Students are encouraged to develop intellectually, socially, personally, vocationally, spiritually, and physically. As a result, musical groups, student organizations, inter-collegiate athletics, intramurals, residential life, religious activities, service projects, internships, study abroad programs, and student work responsibilities provide a varied complement to classroom instruction.

## The Division of Student Affairs

The Division of Student Affairs supports student life and services. The offices within this division provides health services, career development, campus safety, residence hall oversight, and programming. The department also directs student activities, campus recreation, and campus ministries.

Student development at Reinhardt is guided by the philosophy that views varied experiences and interactions of the maturing student within the University environment as necessary challenges for growth. While students develop potential in unique ways, the fabric of each person's life includes both predictable tasks to be confronted and resources upon which to draw. For the young adult entering the University, some of those challenges and transitions include formulating values to guide behavior, making choices and plans about career endeavors, forming relationships with peers, and becoming independent and responsible.

While coursework emphasizes the academic and intellectual sphere, the community of students, faculty, and staff also recognizes the importance of personal, social, spiritual, career, and physical development. The professionals within the Division of Student Affairs help with the many aspects of student life and student development.

The staff is dedicated to helping each student have an enjoyable and meaningful experience at Reinhardt University.

## Orientation

The Division of Student Affairs, in collaboration with the Division of Enrollment Services, the Division of Academic Affairs, and various other units of the University provide orientation programs (New Student Orientation, or NSO) for all new students and their parents or legal guardians. New students entering the Main Campus classified as freshmen, first-time-in college, or transfer are required to attend an orientation prior to registering for classes their first semester. Exceptions to the orientation requirement include: active duty military, non-degree seeking students, and students accepted into the Online Only, adult, and/or Graduate programs.

The Main Campus orientation program for new students (freshmen and transfers) entering in Fall semesters is a two-step process. The first step is called Summer Orientation, Advising, and Registration (SOAR). SOAR sessions are scheduled throughout the summer and feature a one-day agenda including academic advising and information on important policies and procedures as well as campus life and resources. The second step of NSO is Eagle Bound and takes place the weekend before start of the Fall semester. Eagle Bound features community building activities and events that provide new students with additional opportunities to build relationships with other new students, engage in campus activities, learn about campus traditions, and other topics critical to their success as students at Reinhardt.

An abbreviated orientation is offered in December and January for new students entering in Spring terms.

Students admitted to the adult degree or graduate degree programs will receive information pertaining to course registration directly from their respective programs of study.

## First Year Seminar: Thriving in College

First Year Seminar: Thriving in College (FYS 101) assists new students in making a successful transition academically, socially, and psychologically to Reinhardt University. This course introduces students to the collegiate experience. FYS 101 aims to foster:

- an engagement in deep learning,
- application and growth of academic determination,
- positivism and confidence in the student's present and future life,
- a sense of belonging and connectedness,
- an involvement in the curricular and co-curricular life of the university, and
- a commitment to make a difference in the community.

This course also articulates the benefits of higher education and the expectations and values of Reinhardt University. FYS 101 supports students in the transitions to college and encourages their university journey as one in which students more than survive a four-year academic course; rather, they thrive.

FYS 101 is a “flipped” course, which means students gain first exposure to new material outside of class, usually via reading or lecture videos, and then use class time to do the harder work of implementing newly learned knowledge through problem-solving, discussion, debates, and various types of writing assignments. The purpose of FYS 101 is to help new students make a successful transition to Reinhardt University, both academically and personally. This 3-credit hour course aims to foster a sense of belonging, promote engagement in the curricular and co-curricular life of the university; articulate to students the expectations of the University and its faculty; help students develop, explore issues, gather and evaluate evidence, and grow their ideas through critical reading, writing, listening, and speaking.

## Housing and Residential Education

The Housing and Residential Education staff serve residential students by fostering a vibrant living community dedicated to personalized attention that embraces diversity, promotes leadership, cultivates individual development, and enhances the educational experience of each resident. The goals of the residential program are:

- to provide an environment conducive to academic achievement, good scholarship, and maximum intellectual stimulation.
- to help each student develop a sense of individual responsibility and self-discipline.
- to provide integrated religious, social, cultural, and intellectual activities in order to enrich leisure time.
- to provide an atmosphere of warmth, high morale, and loyalty toward the living unit, the residence hall, and the University.

Resident students will have many opportunities for growth through our living-learning communities and residential curriculum model. The tools provided to our residential students will empower them to survive and thrive at Reinhardt. The University has full-time Area Coordinators (AC), as well as resident assistants (RA), all who can assist residential students in their academic and social integration at Reinhardt.

## Resident Telecommunication Services

A resident student may have access to local cell phone service, computer network services, and cable television. If a student wants access to these services, he or she will need to provide the necessary equipment. Reinhardt University is not responsible for the maintenance of any student's telephone, computer, or television.

Questions regarding compatibility of telephones, computers, or televisions should be directed to the Office of Information Technology.

## Tutoring Services

### The Center for Student Success

The Center for Student Success (CSS), located in room 35 of the Lawson Academic Center, is a tutoring service available free of charge to all

students. The Center provides peer and professor tutorial services in the areas of writing, mathematics, and reading comprehension. Tutorials in specific content areas may be arranged by appointment. Additionally, the Center works with students who have difficulty reading, studying, taking notes, or budgeting their time. In the Center tutors will work with students in a relaxed atmosphere where they will set goals and work towards those ends. The Center is staffed with professors, adjunct professors, and select students who have been trained to tutor. The Center will accept walk-ins but would prefer to work by appointment, and these appointments can be made online. Tutoring has proven to be an effective means of improving grades.

### **Academic Support Office**

The Academic Support Office (ASO) was established in 1982 to provide supplementary instructional assistance to students with specific learning disabilities and/or Attention Deficit Disorders. The ASO is staffed by full-time professional educators. For more information see Admissions Policies and Procedures in this catalog.

### **Information Services**

Information Technology operates a variety of technology services on campus. These services include administration and staff computing systems, wireless Internet, Reinhardt issued e-mail accounts, and classroom technologies. For information regarding technology services visit: <https://www.reinhardt.edu/student-life/student-services-resources/> and expand the Information Technology link.

Reinhardt also provides students with open access computer labs equipped with computers and a wide range of applications for student academic use. All computers in the labs are attached to the campus network and have Internet access. Lab locations are:

- Center for Student Success (Lawson 35)
- Hill Freeman Library and Spruill Learning

Additional computers are located in classrooms and are available when buildings are open and

when classes are not in session. These classrooms are in:

- Lawson 204
- Lawson 207
- Tarpley 111
- Library 313

Students are responsible for their devices as the Reinhardt insurance carrier will not allow the IT staff to handle personal devices.

### **Student Health Center**

A student's health plays a vital role in how successful he or she is in achieving academic, social, and personal goals. For most students, entering college marks an important transition in health care from parental management to self-management. A nurse is available for regular appointments to treat minor illnesses and injuries and to provide assessment, referral, and preventive care, as well as to share health-related educational materials. A licensed professional counselor offers a broad range of confidential counseling services and is a resource for referral to a community counselor and/or other mental health services professionals. Professional services are offered by appointment.

Student Health Center offers treatment of minor illnesses and injuries; assessment and referral of more serious problems to the appropriate health care resources; education, support, and counseling regarding personal health concerns; blood pressure checks; weight management assistance; educational programming for student groups; and injection therapy (allergy, etc.). Other needs may be met as demand dictates.

Counseling services through the Student Health Center help Reinhardt students learn more about themselves and their relationships with other significant individuals and institutions. Counseling services emphasize the struggles that develop when a healthy personality grows and changes. The staff of the Student Health Center recognize the need for confidentiality so an individual or group feels free to explore concerns, formulate plans, make decisions, and initiate appropriate actions. The counseling professionals assist students with personal and social concerns,

career development, academic counseling, and educational guidance. These services are provided at no additional charge. Counseling of a more intense nature is available by referral from University counseling staff to a community resource who usually charges a fee for service. Depending on the nature of the counseling, the sessions could take place on campus or in the nearby community. In the latter case, the student is responsible for his or her transportation and expenses.

### **The Office of Vocation and Career Services**

The Office of Vocation and Career Services provides career development programs and education to Reinhardt students and alumni. Individual personality and interest assessments help verify the person's choice of major. Early resume creation aids in obtaining internships and part time jobs. State-of-the-art, interactive interviewing sessions polish the student's ability to sell him or herself, as do videotaped interviews. Strategy sessions assist students in developing overall career strategies, in addition to providing options for a tight economy. Enhancing negotiating skills will provide a better financial outcome to the job search process.

Reinhardt University's online Career Services website provides valuable information on resumes, cover letters, networking, job listings, company research, interviewing skills, scheduled career fairs, and internships. Career Services establishes and maintains good relationships with the business community. Career Services is also involved in supporting campus professional groups and assisting with graduate school preparation. Preparing students for job and internship placement is the bottom line goal of Career Services as well as assisting students, along with the rest of Reinhardt University, in finding the career where they will be the most fulfilled and best contribute their talents to society.

### **Student Activities**

Reinhardt University realizes that co-curricular activities enrich the educational experience of University students because students who

participate in campus activities have the opportunity to socialize, experience positive group interaction, and cultivate leadership skills. The Moore Office of Student Activities sponsors campus entertainment, trips to local and regional destinations, tournament series, lecture series, awareness programs, multicultural programs, recreation programs, community service programs, and leadership development programs. The Moore Office of Student Activities coordinates Reinhardt Outdoors, New Student Orientation, Intramural Sports, Fraternity and Sorority Life, and Reinhardt Central. The Moore Office of Student Activities also advises the Student Government Association and all student organizations. Reinhardt students are encouraged to contribute to the quality of life on campus by becoming involved in at least one of these program areas. For a complete description of campus life as well as a list of activities and student organizations, see the Student Handbook, which is distributed by the Division of Student Affairs at the beginning of each academic year.

### **Student Governance**

Student self-government plays a significant role in shaping the quality of student life at Reinhardt University. Established in 1957, the Student Government Association represents all segments of the student body and is organized to help formulate and voice student opinion regarding University policies and to allocate its funding to appropriate programs, projects, councils, committees, and student organizations. Participation in this important leadership organization is open to all students through voting in SGA elections, serving on either the Student Senate or volunteering for one of the many SGA committees, and sharing questions and concerns about campus issues.

### **Campus Ministry**

#### **Norman W. Paschall Office of Campus Ministries**

With Faith, Learning, and Leading as Reinhardt University's guiding pillars, the Norman W. Paschall Office of Campus Ministries encourages everyone to participate in its offerings, which allow students the opportunities to love God and

each other, grow through small groups, and do something to share God's love. Campus Ministries can also help students get connected to a local church. The Campus Ministries Leadership Team, a dedicated group of students, leads the efforts to help students stay engaged in their Faith journey, and students are encouraged to apply for a position on this team each year!

### **Love God**

Worship is an important part of Faith development, and Campus Ministries offers a weekly student-led experience known as Common Ground Worship. Additionally, through-out the school year there are special worship services offered such as an Ash Wednesday service.

### **Love Each Other**

Fellowship is another aspect of Faith development and Campus Ministries offers opportunities to share life through gatherings and retreats.

### **Grow**

Discipleship is another aspect of Faith development and Campus Ministries offers opportunities through small groups, Bible Studies, topical conversations, accountability groups, retreats, and the Faith and Spirituality Living-Learning Community based on student interest each semester.

### **Do!**

Missions or service is another aspect of Faith development and Campus Ministries offers opportunities through local projects and the Spring Break Alternative Missions Trip.

### **Religious Groups**

There are several existing religious groups on campus with space for more as needs and desires arise. All groups work through the Office of Campus Ministries for formation and proliferation on Reinhardt University's campus.

### **Religious Policies**

In order to maintain a healthy environment for religious life at Reinhardt University, all religious organizations must meet the requirements detailed by the Student Government Association,

work cooperatively with the Campus Pastor, and be an active member of the Campus Ministries Leadership Team. All groups must also have an accountability structure in place. All religious clubs are expected to foster and maintain an environment of mutual respect among religious and non-religious clubs.

Any organization or group on campus that wants to host a religious guest or event must first gain approval from the Campus Pastor.

Any para-church organization seeking a relationship with Reinhardt University shall first gain approval from the Campus Pastor regarding access to campus facilities and access to students, faculty, and staff. If approval is granted, organizations must remember they are guests of the Campus Pastor and can be removed from campus if concerns arise.

## **Athletics**

### **Intercollegiate Sports**

Reinhardt is a member of the Appalachian Athletic Conference (AAC) within the National Association of Intercollegiate Athletics (NAIA) and offers athletic scholarships to prospective student-athletes in 23 sports. Reinhardt offers intercollegiate competition in baseball, football, men's and women's basketball, men's and women's cross country, men's and women's golf, men's and women's soccer, men's and women's tennis, men's and women's lacrosse, men's and women's indoor and outdoor track and field, men's and women's volleyball, men's wrestling, and softball. Co-ed cheerleading is a club sport.

### **Intramural Sports**

The intramural sports program provides the opportunity for all students to participate in athletic competition regardless of skill level. Teams are sponsored by various campus organizations or by individuals. Possible sports include flag football, basketball, softball, bubble soccer, dodgeball, kickball and volleyball. Leagues are open to men's, women's, and co-ed teams.

## Other Services

### Bookstore

The Reinhardt Bookstore is in the Hasty Student Life Center and is open every day that classes are in session. The Bookstore carries all textbooks needed for Reinhardt classes, as well as student supplies, sweatshirts, T-shirts, shorts, caps, umbrellas, and other items that display the University logo. As a service, a textbook buy-back program is provided at the end of each semester. This buy-back is not guaranteed, and prices vary according to the need of the general market for individual books.

### The Office of Public Safety

The Reinhardt University Department of Public Safety is staffed 24 hours a day, 365 days a year. Public Safety personnel provide immediate response to emergencies, perform security patrols, monitor the campus to provide law enforcement services to the community, and support the University's mission by providing on-going educational and awareness programming. The Department maintains close-working

relationships with all county, state, and federal law enforcement agencies, as well as other emergency services providers as they relate to campus security.

The Department is staffed with certified law enforcement officers who have completed the Georgia Peace Officer Standards and Training Council's (POST) mandated training. Officers maintain their certification through on-going annual training requirements set-forth by POST.

Public Safety officers patrol the campus in marked vehicles, golf carts, bikes, and walking patrols to prevent illegal activities, enforce University policies, check for suspicious individuals, and assist the greater campus community.

The Public Safety Office is located on the bottom floor of the East Apartments and can be reached by phone at 770-720-5789. For emergencies, officers can be reached by cell phone at 770-720-5911, or by dialing 911.



# Academic Policies

The Office of Academic Affairs is committed to the pursuit of excellence in all of the University's academic activities. As chief academic officer of the University, the Provost seeks to attract and retain the best faculty and to assist them in offering an outstanding education for Reinhardt students.

## Introduction

Each student is responsible for satisfying requirements for graduation as listed for University, school, and major field requirements. If a student has questions concerning the proper satisfaction of specific requirements, he or she should consult with the school dean, major advisor, or the Registrar.

## Academic Integrity

### The Honor System

Honor is the moral cornerstone of Reinhardt University. Honor provides the common thread woven through the many aspects of the institution and creates a community of trust and respect fundamentally affecting the relationships of all its members. The centrality of honor at Reinhardt is contained in its Honor System which is embodied in the Reinhardt University Honor Pledge.

The Honor System is a collaborative effort between the Student Government Association, the Office of Academic Affairs, and the Office of Student Affairs.

Introduction to the Academic Integrity Policies  
Academic integrity falls under the jurisdiction of the Office of Academic Affairs. Reinhardt University provides an environment that encourages all students (undergraduate and graduate) to learn, create, and share knowledge responsibly. As society entrusts our students and faculty to pursue knowledge and report their discoveries truthfully, any deliberate falsehood or

misrepresentation undermines the stature of the University. The following policies and procedures pertaining to academic integrity are deemed necessary for fulfilling the University's mission.

### Forms of Academic Dishonesty

The following are recognized as unacceptable forms of academic behavior at Reinhardt University:

1. **Plagiarizing:** Plagiarism is the act of presenting words and ideas of others as your own. It is tantamount to intellectual theft. The words of others must be enclosed in quotation marks and documented. The source of the distinctive ideas must also be acknowledged through appropriate documentation.
2. Submitting a paper written by another student or another person as if it were your own.
3. Submitting a paper containing sentences, paragraphs, or sections lifted from another student's work or other publication; there must be written documentation.
4. Submitting a paper written by you for another course or occasion without the explicit knowledge and consent of the instructor.
5. Fabricating evidence or statistics that supposedly represent your original research.
6. Cheating of any sort on tests, papers, projects, reports, etc.
7. Using the Internet inappropriately as a resource. See 3, above.

### Student Responsibilities

Most students are honest in producing and submitting their own work to be evaluated. Honest students can help to reduce opportunities for those who are dishonest in several ways.



They can also reduce the possibility of suspicion. Students should:

1. Carefully guard notes and papers.
2. Keep computer records confidential with a password and keep files closed when not attended.
3. Erase any drafts from a campus computer hard drive when it will not be attended.
4. Keep copies of drafts and papers to prove ownership.
5. Consult the instructor before the work is due about any documentation questions.
6. During an exam, avoid looking at other students' work, even casually.

### Faculty Responsibilities

Faculty members can encourage an atmosphere of academic honesty in several ways. Faculty members are encouraged to:

1. Carefully guard test questions and student papers.
2. Regularly change assignments, test questions, and, if possible, course readings.
3. Keep computer records confidential with a password and keep files closed when not attended.
4. On the syllabus, state the policy for the academic honesty clearly, spelling out possible violations and possible sanctions.
5. On the syllabus, state the policy for submitting work duplicated or revised from a previous course or for a concurrent course.
6. On the syllabus, state the policy for group work and group study for individual exams.

### Sanctions for Academic Dishonesty

Although the traditional sanction in academia for documented dishonesty is expulsion from the University, an instructor may propose a lesser sanction according to the instructor's assessment of the evidence, the severity of the infraction, and any extenuating circumstances. Because each case is unique, it is the instructor's professional

responsibility to devise a fair sanction. A range of possible sanctions is as follows:

1. Recommending expulsion from the University. If the instructor or the School Dean recommends expulsion, the case must be sent to the Provost, who alone is authorized to make this decision. In the event that a student is expelled for academic dishonesty, the regular refund policy described in the Reinhardt University Academic Catalog shall not apply.
2. Assigning a grade of *F* in the course. If a student repeats the course, both the sanctioned *F* and the repeat grade will be computed in the grade-point average, so that the normal repeat policy does not apply.
3. Assigning a grade of *F* or a score of *0* on the paper, project, or exam without the opportunity for resubmission. This grade will become part of the student's course average; that is, if a professor regularly drops the lowest grade for the course average, it cannot be the sanctioned grade.
4. Assigning a grade of *F* or a score of *0* on the paper, project, or exam, but allowing resubmission with the same or a different topic, resulting in a possible maximum combined grade of *C*.

### Procedure for Suspected Academic Dishonesty

In the event of suspected academic dishonesty, according to the definitions stated above and whatever additional definitions a faculty member has published in a class syllabus, the following procedures will apply.

#### **LEVEL I: Faculty member meets with student:**

The instructor will meet with the student within ten (10) working days after the accusation to discuss the suspicion and the evidence. If, after this conference, the instructor determines that a violation has not occurred, the matter will be resolved by the instructor dropping the allegation.

However, if the instructor decides that a violation of academic integrity has occurred and that the instructor has sufficient evidence, the instructor may directly propose a sanction.

If both the faculty member and student agree on a resolution, the instructor must submit a signed, written agreement to School Dean and the Provost within ten (10) working days.

In all cases in which an instructor is persuaded of academic dishonesty and proposes a sanction of any kind, the instructor will include a brief report of the evidence, the sanction, and the reasons for the sanction along with the signed agreement. Violations that are purely technical in nature, without any perceived intent to achieve academic advantage, and which only require redoing the assignment without a grade sanction, may or may not be reported at the instructor's discretion.

If the faculty member and student do not agree on culpability or the sanction, the student has ten (10) working days after the meeting with the faculty member to file a written appeal with the School Dean. The case will then move on to Level II.

#### **LEVEL II: Hearing with the School Dean:**

1. A student who appeals the case should submit his or her own written interpretation of the incident to the School Dean of the faculty member with a copy to the faculty member. Upon receipt of this appeal by the School Dean, the student's grade for the assignment or the course becomes an I (incomplete) until the case is resolved.
2. The School Dean, acting as arbitrator, decides whether academic integrity was violated and the appropriate sanction, if necessary. For a sanction less than expulsion, there should be substantial evidence (adequate to support a conclusion). For expulsion, there should be clear and convincing evidence (leading to a firm belief or conviction in the allegation).
3. Within ten (10) working days of the date of receiving the School Dean's decision, either the faculty member or the student may file a written request for appeal with the Provost. The case will then move on to Level III.

#### **LEVEL III: The Provost**

Upon receipt of a written request for appeal, the Provost shall decide whether the processes listed

above have been met satisfactorily. If not, the Provost shall state a curative course of action.

## **Academic Honors and Awards**

### **President's List**

The President's List is compiled at the end of the Fall and Spring semesters to recognize undergraduate students who have earned a grade point average of 4.0 (all A's) on a load of 12 semester hours or more during Fall or Spring, provided they have no grade of Incomplete (*I*) or Not Passing (*NP*) for the term. Courses taken for pass/fail credit will not be used in computing the minimum academic load. However, a grade of *NP* will disqualify a student from the President's List.

### **Dean's List**

The Dean's List is compiled at the end of the Fall and Spring semesters to recognize undergraduate students who have completed 12 or more letter-graded units at Reinhardt during the semester with a 3.5 grade point average or better for that term, with no grade less than a *B*. Grades of Incomplete (*I*) and/or Not Passing (*NP*) will disqualify a student from the Dean's List.

### **Recognition of Academic Honors**

Students may be honored for excellence in scholastic achievement by being placed on the President's list or the Dean's list, by being named to receive special certificates and awards, or by being selected for honor societies. The President's list and the Dean's List are prepared by the Office of the Registrar and distributed to hometown media by the Office of Marketing and Communications after the Fall and Spring semesters.

Each year the faculty designates two graduating seniors as "most outstanding" — one traditional and one non-traditional student. Special awards are given for excellence in various academic subject areas.

Students on non-academic probation are not eligible for academic awards.

Honors Day is held during Spring Semester to acknowledge students who have demonstrated

exceptional scholastic achievement or significant service in campus activities. Specific awards are identified through the Office of the Provost.

## Honors Program

The Honors Program is designed for students who are bright, curious, and enjoy being challenged. A first year student may be invited to apply for admission to the Reinhardt University Honors Program with the following criteria: a high school GPA of at least 3.5, an SAT score of at least 1100 (critical reading and math), and placement in college level courses (English 101 and Math 102). Students who do not meet these criteria will be considered on a case-by-case basis.

Students of Reinhardt University who are not eligible for the Honors program, but who desire the enrichment of an Honors course, may take an honors section of a course with the instructor's approval, provided they have at least a 3.0 GPA.

Returning students may apply to join the Honors Program with a faculty recommendation and 3.3 or higher GPA. Students who have completed 12 semester hours of Reinhardt University coursework with a 3.5 or higher GPA may apply to join the Honors Program without a faculty recommendation. Students transferring to Reinhardt University may apply to have up to three honors-designated classes transferred with a letter of application and a copy of the syllabi for the courses. The Office of the Provost may ask for further materials. The Provost will render a decision about the Honors Program credit for these courses.

Honors students enroll in at least two honors-designated classes a year. These courses challenge students to a higher level of critical thinking, reading, and writing by providing more stimulating course materials and more creative assignments.

Students in the Honors Program may remain eligible for the Honors Program Scholarship depending upon participation and achievement in the program, and availability of scholarship funds. There are several forms of academic

recognition for students who are successful in the Honors Program.

For more information, please contact the Office of the Provost at 770-720-5503.

## Honor Societies

Honor societies on campus include:

- Alpha Chi: A national, coeducational interdisciplinary academic honor society founded in 1922 whose purpose is to promote academic excellence and exemplary character among college students, and to honor those who achieve such distinction. Active membership is restricted to the top ten percent of members of the junior and senior classes with provision that a student may qualify for membership at the time of graduation with the baccalaureate degree.
- Alpha Kappa Delta: An international Sociology Honor Society dedicated to promoting, facilitating, and recognizing academic scholarship in the subject of sociology.
- Beta Beta Beta (TriBeta): A society for students, particularly undergraduates, dedicated to improving the understanding and appreciation of biological study. Since its founding in 1922, more than 175,000 persons have been accepted into lifetime membership, and more than 430 chapters have been established throughout the United States and Puerto Rico.
- Kappa Delta Pi: An International Honor Society in Education that is dedicated to scholarship and excellence in education. The Society is a community of scholars dedicated to worthy ideals. It recognizes scholarship and excellence in education, promotes the development and dissemination of worthy educational ideas and practices, enhances the continuous growth and leadership of its diverse membership, fosters inquiry and reflection on significant educational issues, and maintains a high degree of professional fellowship.
- Kappa Pi: Kappa Pi is an international honorary art fraternity with the purpose of uniting artists who care about art in its role in life. This fraternity bonds conscientious artists together to form a unit which is influential in the art program as well as in the community.

To become a member of Kappa Pi, one must first meet the minimum requirements: completion of 12 semester hours in art, attainment of an overall B average in all art courses with an overall academic average of C, and production of outstanding artwork.

Students who meet these minimum requirements are eligible for membership in Kappa Pi. They may be selected for membership in Kappa Pi by nominations of faculty member of the art program and/or portfolio review.

- **Lambda Pi Eta (LPH):** The official communication studies honor society of the National Communication Association (NCA). The membership in Reinhardt University's chapter of Lambda Pi Eta is composed of undergraduate communication majors who have achieved a high level of academic excellence. To be eligible for membership, students must be currently enrolled as a full-time student in good standing and have completed 60 semester hours in undergraduate course credits, including 12 semester hours in communication courses, with a grade point average of at least 3.25 in the major courses and 3.0 overall. All persons considered for membership shall exhibit high standards of personal and professional character and shall support the purposes of the honor society.

The goals of Lambda Pi Eta are to recognize, foster, and reward outstanding scholastic achievement in communication studies; to stimulate interest in the field of communication; to promote and encourage professional development among communication majors; to provide an opportunity to discuss and exchange ideas in the field of communication; to establish and maintain closer relationships between faculty and students; and to explore options for graduate education in communication studies. LPH is a member of the Association of College Honor Societies (ACHS).

- **Phi Alpha Theta** is an American honor society for undergraduate and graduate students and professors of history. The society has over 400,000 members, with some 9,000 new members joining each year through 970 chapters nationwide.

Phi Alpha Theta was established on March 17, 1921 at the University of Arkansas by Professor Nels Cleven. Cleven had become convinced in his time at the university that a fraternity of scholars (which would accept men or women) was important for the study of history. He invited students to a meeting to form the society (then called the "University Historical Society") on March 14, and the society was officially recognized on the 17th. In April, the decision was made for the society to be known by the Greek letters Phi Alpha Theta.

- **Pi Gamma Mu:** The mission of Pi Gamma Mu is to encourage and recognize superior scholarship in social science disciplines and to foster cooperation and social service among its members. Pi Gamma Mu serves the various social science disciplines which seek to understand and explain human behavior and social relationships as well as their related problems and issues. Pi Gamma Mu's constitution defines the social sciences to include the disciplines of history, political science, sociology, anthropology, economics, psychology, international relations, criminal justice, social work, social philosophy, history of education, and cultural/human geography. Membership is also extended to interdisciplinary social science areas that build on the core social science disciplines, such as business and society, education, minority studies, public administration, international studies, public finance, leadership studies, consumer behavior, public policy and organizational behavior. An individual may be invited or may petition to join an active chapter of Pi Gamma Mu when he/she is or was a junior, senior or graduate student in the upper 35 percent of the class, with at least 20 semester hours in social sciences and an average grade therein of B or better.

- **Pi Kappa Lambda:** The only college honor society in music; it is so recognized by its membership in the Association of College Honor Societies. Since its establishment more than eighty years ago, Pi Kappa Lambda has consistently adhered to the principles of its founders in honoring scholarship, musicianship, and personal character. Chapters of the Society annually extend invitations to membership in PKL to the highest-ranking students from junior,

senior, and graduate classes. The elections are the responsibility, as well as the privilege, of a faculty committee representing all of the active members of the chapter.

- **Pi Sigma Alpha:** The national political science honor society. It is the only recognized college honor society in the discipline of political science and is now one of the largest constituent members of the Association of College Honor Societies.

Students are eligible for induction in Pi Sigma Alpha if they have completed at least one-half the credits required for the baccalaureate degree; completed at least ten semester-credits of work in political science including at least one upper-division course, with an average grade of *B* or higher in those courses; and they must have achieved an overall GPA placing them in the top one-third of their whole class (e.g., junior or senior class). They need not be political science majors to qualify for membership. Students who are inducted have, through their coursework, demonstrated high scholastic achievement and that they have the potential to excel as citizens and scholars.

Student members are also eligible for tangible benefits including reduced-cost test preparation courses through Princeton Review, scholarships for study, or engaging in internships in Washington, D.C. The U. S. Office of Personnel Management allows its Pi Sigma Alpha members to apply for federal government positions listed at a higher entry-level grade than non-member candidates.

- **Sigma Beta Delta:** A professional society in business. Membership in Sigma Beta Delta is the highest national recognition a business student can receive at a college or university with a Sigma Beta Delta chapter. Its purpose is to promote higher scholarship in business and to recognize and reward scholastic achievement in businesses and economic subjects. Candidates for bachelor's degree who rank in the upper 20% of their class at the time of invitation to membership may be inducted into membership following completion of at least one-half of the degree program in which they are enrolled.

- **Sigma Tau Delta:** The international English honor society whose focus is on conferring

distinction upon students of the English language and literature in undergraduate, graduate, and professional studies. The society's goals are to encourage cultural stimulation, to further interest in English language and literature, to foster good reading and writing practices, to promote exemplary character and good fellowship among members, to exhibit high standards of academic excellence, and to serve society by fostering literacy. Candidates must be juniors or seniors majoring or minoring in English, Creative Writing, Interdisciplinary Studies, or English/Language Arts Education. They must rank in the top 35% of their class with an overall GPA of 3.0. They must have taken at least two English classes above a 100 level and have a minimum GPA of 3.25 in their English courses.

### **Assessment Testing and Surveying**

Reinhardt University's commitment to its mission and goals requires conducting regular evaluations of progress toward achieving those goals. Testing and surveying of students at matriculation, during studies, and after completion of studies are essential parts of this evaluation process. Students may expect to be asked to cooperate in various surveys, interviews, focus groups, and other data-collection efforts.

Since the goals of Reinhardt University are directed to the education of the whole person, achievements are measured by evidence concerning the whole person. To protect confidentiality of data, the University does not release personal information about individuals and, whenever possible, avoids attaching names to personal data during analysis.

### **Definition of Academic Credit**

In defining a credit hour, Reinhardt University adopts the Federal Definition of a Credit Hour (described in 34 CFR 600.2, effective July 1, 2011) as follows:

For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally

established equivalency that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or

2. At least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

This credit hour policy applies to all courses at all levels (undergraduate, graduate, and professional) that award academic credit on an official transcript regardless of the mode of delivery including, but not limited to, fully online, hybrid, lecture, seminar, laboratory, studio, directed study, or study abroad.

Academic units are responsible for ensuring that credit hours are awarded only for work that meets the requirements outlined in this policy.

The expectation of contact time inside the classroom and student effort outside the classroom is the same in all formats of a course whether it be in online, a hybrid of face-to-face contact with some content delivered electronically, or one delivered in lecture or seminar format. Similarly, the expectation of contact time inside the classroom and student effort outside the classroom is the same for regular semesters and shortened sessions (i.e., Spring I or Spring II Sessions).

Courses that have less structured classroom schedules, such as research seminars, independent studies, directed studies, internships, practica, studio work, as well as courses offered in shortened sessions or in online or hybrid formats, at a minimum, should state clearly expected learning outcomes and workload

expectations that meet the standards set forth above.

### **Academic Credit Statement; 3 Credit Hour Class (Online)**

Over 8 weeks, students will spend a variable number of minutes per week in online lectures, class discussions, and in preparation of class projects and research papers. Instructional time includes a 3-hour final exam. Out-of-class work includes homework and preparation for exams and quizzes and is a variable number of minutes per week (6750 minutes for the semester).

### **Alternate Ways of Earning Credit**

For the baccalaureate degree, Reinhardt University will accept a maximum of 30 semester credits of validated college-level learning from any combination of formal skill testing and/or experiential learning (see Experiential Learning Credit).

For the associate degree, the University will accept a maximum of 15 semester credits of validated college-level learning from any combination of formal skill testing and/or experiential learning.

Credit by examination may be granted for any combination of the following: the Advanced Placement Program Examination (AP), the College-Level Examination Program (CLEP) subject tests, the Proficiency Examination Program (PEP), and the subject tests of the American College Testing Service (ACT).

### **Advanced Placement (AP) Examinations**

High school students who participate in the Advanced Placement Program may be eligible to earn college credit. In the areas that Reinhardt has courses, students may earn a maximum of 15 semester credits by AP examination. Generally, the required cut-off score to earn college credit for AP work is a three (3) on an Advanced Placement exam. A student should check with the Office of the Registrar for acceptable scores and the specific courses they replace.

### **College-Level Examination Program (CLEP)**

Acceptable scores on one or more of the general or subject-area examinations of the College

Entrance Examination Board College-Level Examination Program (CLEP) entitle students to a maximum of 15 semester credits in areas where Reinhardt University offers courses.

The Educational Testing Service administers CLEP exams at its various testing centers. An enrolled student should contact the Office of the Registrar regarding testing.

### **Proficiency Examination Program**

A student who feels that he or she knows the material for a particular course may request to take a comprehensive final examination to earn credit for that course. The student must secure the approval of the appropriate School Dean and the faculty member who teaches the course. Before taking the final exam, the student must pay a test fee equivalent to the charge for one semester credit. The student must earn a grade of *C* or better on the final exam to earn credit for the course. The course will be noted on the transcript as having been passed by examination; however, the exam grade will not be calculated in the grade point average. If the student fails the final exam, he or she will not be allowed to repeat it for credit in that particular course. A student may earn a maximum of 15 semester credits through the proficiency examination program.

### **Directed Study**

A Directed study is an alternative method of learning course material that is appropriate only when a student cannot take the course in the usual manner. Under the direction of a faculty member, the student must meet the same learning outcomes as required in a regularly scheduled course. A GPA of 3.0 or higher is strongly recommended to pursue a Directed Study. Directed Studies should not be used for core classes. Regulations and directed study applications can be obtained from the Office of the Registrar. There is an additional charge of \$90 per credit hour.

### **Independent Study**

An Independent Study is a carefully organized learning activity with specific objectives and methods of evaluation developed by a student in consultation with a supervising faculty member. It is an inquiry into an area not covered by a

regular course or intensive study beyond the scope of regular classroom work. Such inquiry may occur in the library or a laboratory, or through reading, research, or experimentation. The purpose of Independent Study is to encourage a high level of individual academic achievement and to stimulate and orient students toward advanced work. Independent Study courses are available in nearly every subject area and are numbered 299 (sophomore level) or 499 (junior or senior level). Regulations and Independent Study applications can be obtained from the Office of the Registrar. Only two courses taken by Independent Study may apply toward fulfilling graduation requirements and only one independent study may be taken in a term. There is an additional charge of \$90 per credit hour.

### **Special Topics**

Each discipline has a special topics designation for courses that faculty members want to offer on a onetime or experimental basis. Each discipline has a special topics number at the sophomore level (298) and at the junior or senior level (498).

### **Experiential Learning Credit**

Reinhardt follows the recommendations of the American Council of Education and the Council for the Advancement of Experiential Learning in awarding experiential learning credit. Credit is awarded on a course-by-course basis.

Experience alone is inadequate; learning is the key component for earning credit. Experiential learning considered for credit must be related to the course work in the general education curriculum, major program of study, or elective courses of the student's chosen academic program. The experiential learning must relate to the learning objectives of the Reinhardt course for which the student is seeking credit. The student will demonstrate competencies that would be acquired through the Reinhardt course for which credit is being requested.

Students in the School of Professional Studies may be awarded lower division semester credit hours for certified technical and professional training. See the School of Professional Studies section of the catalog for more information.

**Procedure for Experiential Learning Credit**

1. Student meets with the appropriate School Dean. The Dean ascertains the course(s) for which the student believes he or she has college level learning experience.
2. The Dean assigns a faculty member to supervise the project.
3. The faculty member provides course objectives for courses in which the student believes he or she has college level experiential learning.
4. The student meets with the supervising faculty member to discuss proposal content.
5. The student submits completed Experiential Learning Credit Proposal(s) to the supervising faculty member, who notifies the appropriate dean that the proposal has been submitted.
6. The supervising faculty member responds to the student within 15 school days.
7. The student begins work on portfolio, a five-to eight-page narrative describing his or her learning and the relationship of that learning to the Reinhardt University course objectives. In addition to the narrative, the portfolio will contain documentation of learning such as seminar syllabi, examples of the student's work, letters attesting to the student's learning, certificates, newspaper or magazine articles concerning the student's achievements, or any other appropriate forms of learning documentation.
8. The student submits 2 copies of the completed portfolio to the supervising faculty member.
9. The supervising faculty member notifies the Dean of the school that the portfolio has been delivered.
10. The faculty supervisor evaluates the portfolio within 30 days and returns the portfolio to the Dean of the School.
11. If the evaluator denies credit, he or she will indicate which objective has not been met and provide suggestions for the student to meet those objectives.
12. If the evaluator recommends that credit be granted, the dean will obtain signatures from the student's advisor and the Dean of the University.
13. Finally, the portfolio will be signed by the Registrar who will record E credit on the

student's transcript and notify the business office to bill the student for the appropriate tuition.

14. The Dean will place one copy of the portfolio in the library and return the other copy to the student.

**International Study Opportunities**

Reinhardt students have the opportunity to enrich their knowledge and expand their own cultural identities by studying abroad. The International Studies program at Reinhardt University provides students with life-transforming educational experiences outside of the borders of their own society. These programs expand upon the high-quality liberal arts, professional, and science education they obtain at Reinhardt as students learn to interact more effectively in a world that is becoming more interdependent and more global. Students may register for summer school group courses led by Reinhardt faculty program directors in which the classroom is global. In recent years, faculty-led programs have explored Spain, Ghana, France, Greece, Italy, Germany, Austria, the Czech Republic, Hungary, Great Britain, Cuba, Ecuador, and Ireland.

Alternately, or in addition, students may work on an individual basis with the Director of International Studies and their major advisors to find a summer-, semester-, or year-long study abroad program that fits their geographical, academic, and financial needs and interests. These may be classroom programs, internships, field or service learning programs, or a combination. Each program will have its own selection criteria; each applicant must meet the standards set by that particular program. Students work with their advisors to assure that their choice of a program will reinforce and supplement their major curriculum. In recent years, Reinhardt students have lived and studied in Denmark, Ireland, Australia, Spain, Great Britain, and Peru.

Federal and state financial aid - including HOPE and Georgia Tuition Equalization Grants - may be used to fund study abroad opportunities. Consult the Office of Student Financial Aid to determine eligibility. Students who study abroad through a consortium agreement with another



institution remain matriculated as Reinhardt students through payment of a study abroad fee. Reinhardt students also participate each year in the Campus Ministry's mission trip programs, which are sometimes international in focus but do not offer academic credit. These programs are coordinated by the Norman W. Paschall Office of Campus Ministry and are usually offered during Spring Break.

International studies opportunities provide excellent support for students in any major and such programs deeply enrich our students and our University community.

### Study at Another Institution

A currently-enrolled student in good academic standing who is not on Academic Warning or Probation and who desires to take course work on a transient basis at another accredited institution must obtain prior written permission from the student's advisor, School Dean, and the Registrar at Reinhardt University. Failure to obtain this permission may result in the denial of credit. Transient request forms are available in the Office of the Registrar, and online at <https://www.reinhardt.edu/student-life/student-services-resources/registrar/forms/>.

On-line coursework must be identified as such and must receive approval from the Dean of the appropriate academic school. Students wishing to continue their study elsewhere for a second semester must seek and receive permission in advance. This extension, if approved, is good for only one semester. Courses that a student has previously failed at Reinhardt may not be retaken for credit at another institution. Transfer policies regarding minimum grades and collegiate-level classes also apply to transient work.

### Academic Load

During the regular fall and spring semesters, the normal academic load is 15 credits. The minimum load for full-time status is 12 credits. A full-time student may take up to 18 credits hours without special approval. A student with a cumulative 3.00 or better grade-point average may take additional credits with the approval of the School Dean.

### Class Standing

Class standing is based upon the number of semester credits successfully completed:

0 - 29	freshman
30 - 59	sophomore
60 - 89	junior
90+	senior

### Academic Performance

#### Academic Warning

A student who fails to meet the cumulative grade-point averages designated below will be placed on Academic Warning for the following semester:

Semester Credits Attempted	Cumulative Grade-Point Average
0-30	1.8
31-60	1.9
60+	2.0

Students are removed from Academic Warning by attaining the required cumulative grade-point averages in the following semester. Failure to meet this requirement will result in Academic Probation.

#### Academic Probation

A student on Academic Warning who does not attain the required cumulative grade-point average by the end of the following semester is placed on Academic Probation. If at the end of the probationary semester the student still has not attained the required cumulative GPA, he or she will be suspended.

A student may remain on Academic Probation for one additional semester with the written permission of the Associate Provost, provided his or her GPA shows definite improvement by the end of the first probationary semester.

A student on Academic Probation is expected to focus on improving his or her GPA. Therefore, the student must adhere to the following requirements or he or she will be barred from university activities outside of his or her degree requirements, including athletics.

**Plan for Academic Student Success (PASS)**

Requirements for Students on Academic Probation:

1. The student is required to enroll in RHU 100 for the next semester of attendance. Failure to register for this course may result in immediate Academic Suspension. This addition may entail adjusting the student's schedule; the student should seek guidance from his or her academic advisor.
2. The student is required to have his or her course schedules reviewed and approved with his or her advisor before the end of the drop/add period for the semester. In addition, the advisor will be responsible for monitoring the midterm progress of the student, based on the midterm evaluation process.
3. The student is required to meet with a staff member in the Academic Support Office at the beginning of the semester to create an individual academic success plan. The Academic Support Office will assign an Academic Success Coach (ASC) who will work with the student on tools that will allow him or her to stay on track with the academic success plan. Copies of the Plan for Academic Student Success Form will be provided to the student's assigned ASC, the academic advisor, and the Athletic Director, if he or she participates in student athletics.
4. The student is required to meet with his or her ASC throughout the semester on a weekly basis to monitor the student's progress and to learn tools that will enhance his or her academic success. The ASC is responsible for communicating the results of these meetings to the Academic Support Office on a weekly basis. The Academic Support Office will maintain a file monitoring the student's progress until he or she acquires satisfactory academic standing. If the student fails to meet for the required coaching sessions more than twice, he or she will then be referred to the Provost.
5. The Director of Athletics will provide the student's Plan for Academic Student Success to the student's athletic coach. Due to the potential effects on athletic eligibility, students that participate in athletics are required to meet with the athletic coach of the sport in which he or she

participates to discuss his or her academic standing and review his or her Plan for Academic Student Success.

**Academic Suspension**

A student may be academically suspended for failing to meet the requirements listed under Academic Probation, for receiving all Fs in academic courses during a single semester, or for failing to make reasonable progress toward graduation.

A student who has been suspended for scholastic deficiencies may apply for readmission after an absence of one semester (excluding Summer Semester).

The Associate Provost reviews the appeal for reinstatement or application for readmission. Each appeal is evaluated in light of institutional purpose and the well-being of the student involved. A student readmitted after academic suspension will be placed on academic probation, thereby subject to the requirements of academic probation. The student is required to meet all of the obligations for academic probation, in addition to any other conditions that may also be imposed at the time of readmission.

**Academic Dismissal**

A student reinstated after Academic Suspension who fails to meet the requirements imposed at the time of readmission will be permanently dismissed from Reinhardt University, and will be ineligible to apply for readmission.

**Academic Transcripts**

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, transcripts are issued only at the formal request of the student, former student, or alumnus (hereafter referred to as the "requestor"). Requestors are strongly encouraged to use our secure electronic transcript service at: <https://tsorder.studentclearinghouse.org/school/welcome>

Requestors who cannot or would rather not use this electronic service are required to submit a signed transcript release form, obtainable from the Office of the Registrar or on our website:

[www.reinhardt.edu/transcript](http://www.reinhardt.edu/transcript) .

*Telephone requests, or email requests that do not include the signed transcript request form, cannot be accepted.*

Requestors should request transcripts well in advance of their need for them to allow time for mailed transcripts to reach their destination. Transcripts will not be issued for those who are delinquent in their financial obligations to the University. Each official transcript requires a \$7 fee. Additional fees may be involved, depending on the delivery method. Current students, and former students and alumni who attended Reinhardt since 2009, may obtain an unofficial copy of their transcript from their EagleWeb account.

### **Class Attendance**

Regular attendance at scheduled classes, laboratories, and exams is each student's obligation. A student must account to the instructor for absences and make up all work missed.

### **Excused Absences**

Excuses for illness may be secured from student health services only if a student has been checked by the nurse or is under the care of a physician.

Absences due to participation in officially sponsored University student activities or field trips are excused. It is the responsibility of the student to have the excuse approved before the absence and to complete all assignments. Faculty members who are planning field trips must have these trips certified in advance by the Provost of the University.

Emergency absences are excused only under extraordinary circumstances (i.e., death or critical illness in a student's immediate family). Such absences are excused at the discretion of the instructor and only if the student makes her or his situation known immediately upon returning to class. Complications arising from transportation problems, ordinary business, or legal transactions are not considered emergencies.

### **Drop/Add Policy**

Once registration is complete, the Office of the Registrar handles deletions or additions to a student's class schedule during the drop/add period. A student requesting a scheduling change after registration must complete a drop/add form. Students may not add classes after the published drop/add period. Each term's deadline is printed in the Academic Calendar. It is the student's responsibility to check the Academic Calendar for deadlines that apply to the drop/add period and withdrawal from classes.

Any student who is receiving financial aid and wishes to withdraw from a class after the end of the drop/add period must first consult the Office of Student Financial Aid.

### **Drop/Add Procedures**

1. The drop/add period is listed in the Academic Calendar. A student may drop any course and add another during the drop/add period. No course may be added beyond this time.

2. During the drop/add period, a student may add or drop courses by completing a drop/add form in the Office of the Registrar, or by online registration.

3. After the drop/add period, a student may withdraw from a course up to the academic withdrawal date of the respective course, as designated on the Academic Calendar, by completing a drop/add form and submitting it to the Registrar's Office. Tuition will be charged for course withdrawals after the drop/add period. A student who wishes to withdraw from a class must obtain the signature of the instructor of the course on the drop/add form. Students withdrawing after the drop/add period and prior to the academic withdrawal date of the term will receive a W. After the academic withdrawal date, students who initiate a withdrawal receive an F for the class. Students who do not follow this procedure will receive an F.

4. Students may be dropped from the class by the instructor for violation of the instructor's attendance policy with a grade of *W* up to the withdraw deadline or with the grade of *F* following the withdraw deadline. Any student who is unable to continue attendance in class

should either drop the course, withdraw from the University, or make appropriate arrangements with the instructor to take an Incomplete in the course.

5. Instructors have the authority to drop students who do not contact them or attend the first week of class meetings. Instructors do not, however, automatically drop students who miss these classes. In all cases, students who do not intend to remain in a course must drop the course before the end of the official drop/add period.

6. Instructors may dismiss a student from a class when absences or other classroom behavior is detrimental to the student's academic standing or to the success of the class as a whole. The same grading procedure and time-line apply to instructor-initiated dismissals as to student-initiated withdrawals.

## Grading Policies

### Grades and Notations

Levels of performance are indicated by the following grades, which are used, except as noted, in computing the semester and cumulative grade-point average (GPA). Grades are recorded on each student's permanent record:

Grade:		Grade points per semester credit:
A	Excellent	4.0
B	Good	3.0
C	Average (minimum required grade points per semester credit for certain courses, as specified elsewhere in the catalog)	2.0
D	Poor (while giving credit hours, grade points per semester credit does not apply toward the degree in courses requiring a C or better)	1.0
F	Failure	None
P	Passing	None
NP	Not passing	None

AU Audit None

I Incomplete  
(Given only in the case that a deficiency exists in a relatively small portion of the course, an incomplete means that a student was performing satisfactorily but for nonacademic reasons beyond his or her control was unable to meet full course requirements. The required work must be completed by the end of the following semester, otherwise the instructor will submit a change of grade form authorizing finalizing the Incomplete grade as an F.)

W Withdrew without penalty. None

NR Not reported - no effect on grade points: an administrative notation in the absence of a grade.

### Calculating Grade-Point Averages

The cumulative Reinhardt grade-point average is calculated by dividing the total number of grade points earned in academic courses at Reinhardt University by the total number of academic credits attempted at Reinhardt University for example:

Quality Points divided by Credit Hours = GPA

Class	Credits	Grade	Quality Points
ENG 101	3	A	12
CHE 180	4	C	8
SPA 101	3	B	9
PED 100	2	A	8
TOTAL	12		37

37 Quality Points divided by 12 Credit Hours = 3.08 GPA

### Mid-term Grading Policy

At the mid-point of each academic term, a mid-term grade for each student will be assigned by the instructor. An *A-F* grading system will be used. Mid-term grades must be submitted by the deadlines indicated on the Academic Calendar. Students can access their midterm grades through EagleWeb after grades are posted, and academic advisors will discuss mid-term grades with their advisees prior to or during advisement meetings.

### Repeating Courses

Reinhardt University allows students to repeat courses. The higher grade earned stands as the official grade. Only the higher grade will be calculated in the GPA, although all attempts will be listed on the transcript. Repeated courses will be denoted by \* and R, indicating the lower grade and higher grade, respectively, following the grade. If a student fails a course at Reinhardt, he or she may not repeat the course at another institution for credit.

Repeated courses will be regulated as follows:

1. Students are allowed to repeat a course a total of two times.
2. Any student who wishes to repeat a course a second time must meet with the Academic Advisor in order to determine if the student is adequately prepared from a historical standpoint to be successful in the course or if there are other conditions for which the student is responsible. A written form discussing the outcome of this interview will be signed by the Advisor and the student and placed in the student's permanent file.
3. Courses that are not being repeated for the purpose of securing a passing grade (a *D* in the case of a general education requirement, or a *C* in the case of a major- or minor-required course) are not eligible for financial aid.

### Scholastic Standing

Determination of scholastic standing is generally based upon the cumulative Reinhardt grade-point average, which appears on each student's permanent record.

### Grade Changes and Incomplete Course Work

Except for a grade of *I*, (incomplete) a final grade cannot be changed unless there has been a clerical or mathematical error in how the grade was determined. The error must be documented and the correction approved by the Dean of the school in which the course is offered. All grade changes must be submitted on the appropriate grade change form.

Students who receive a grade of *I* in a course must complete the course with the same instructor or an instructor approved by the respective School Dean in order to remove the *I*. All work must be finished within the next semester whether or not the student is in attendance. Failure to complete course requirements within the next semester will result in the instructor assigning a grade of *F* for the course.

### Final Examinations

Final exams are given at the discretion of the instructor. They are held at the end of each semester in accordance with a definite schedule issued by the Office of the Registrar based upon the scheduled time of the course.

Students should not be required to take more than two final exams on the same day. If a student has more than two final exams in a single day, he or she may reschedule one of them through the appropriate School Dean.

Instructors are discouraged from giving a final exam either to the class or to individuals at times other than the exam period scheduled.

Instructors should promptly return written tests and reports to students for review. Unless final exams are returned to students, instructors should keep exams on file for at least one year and allow each student to review his or her paper upon request.

### Auditing a Course

A regularly admitted student desiring to audit a class may do so with the approval of the instructor. Auditors do not receive credit for the course; however, they may participate in class discussion with the instructor's approval. The audit charge is one-half the standard course tuition fee.

Auditors are not permitted to change audit status after the drop/add period ends. Auditors who decide to change their status before the end of the drop/add period must pay the balance of the course tuition fee.

## Petitions and Academic Appeals

### Faculty Grievance

A student with a grievance against a faculty member must meet with the instructor involved. If the grievance remains unresolved, the student must discuss the concern with the appropriate School Dean. Failing resolution at that level, the student may seek satisfaction from the Provost of the University.

### Grade Grievance

A student may appeal for a grade change within 30 days of the posting of grades. An appeal form is available in the Office of the Provost.

### Enrollment-Related Appeals

The Appeals Committee reviews concerns regarding matriculation and enrollment issues that are not outlined above or those related to degree completion. For example, the Appeals Committee reviews requests regarding Satisfactory Academic Progress for financial aid purposes, withdrawal from the University subject to academic and/or financial penalty, or drop/add of course work after the deadline to do so. Students wishing to appeal are directed to submit a letter to the Registrar including the following details:

- Name and mailing address.
- What matter is being appealed – i.e. withdrawal, etc.
- Why matter is being appealed.
- Requested outcome – i.e. tuition reduction, return of fees, etc.

The letter should be accompanied by supporting documentation that may include medical records, letters of support from other University personnel, etc.

### Non-Academic Grievance

Information regarding procedures for a non-academic grievance is available on the University website.

## Withdrawal from Reinhardt University

If a main campus student (that is, a student not enrolled in an adult/online degree completion

program) wishes to withdraw from all courses before the end of the semester, he or she must:

- Obtain a withdrawal form from the Registrar's Office and complete the student information portion.
- Obtain required signatures from his or her Academic Advisor (or dean, in the event that the advisor is unavailable), as well as the Office of Housing and Residential Education, if applicable.
- Submit the completed withdrawal form to the Registrar's Office for processing, along with his or her student ID card.
- Refunds due to a withdrawal from Reinhardt University are processed according to the submission date and the refund policies listed in this catalog.

Students who complete the appropriate paperwork and withdraw before midterm of the respective term or sub-term of a course will receive a grade of *W*. Students who cease attending the university without completing the appropriate paperwork or who initiate a withdrawal after the published deadline for the last date to withdraw without penalty will receive a grade of *F*.

If a student in an online program wishes to withdraw from the university, it is his or her responsibility to notify his or her advisor that he or she wishes to withdraw, and to contact the Office of Financial Aid to determine how withdrawing will impact his or her financial aid. The student's advisor will arrange the appropriate electronic withdrawal form and will involve the Office of the Registrar in the finalizing the withdrawal.

Online students can also be withdrawn from the university due to lack of participation in their program. Students who have not completed initial course activities during the first week of the term will be administratively withdrawn. Attention should be given to the course syllabus for ongoing course attendance expectations. An administrative withdrawal may negatively impact a student's financial aid or balance with the university.

Students who wish to withdraw at the end of a semester for which they are currently enrolled should initiate the withdrawal process during their last days on campus (or during finals, for online students) to ensure they receive credit for all courses.

Students who wish to withdraw between semesters, or after the end of a semester when they are not enrolled for a subsequent semester, should follow the process outlined above for their respective program, but will not be subject to academic penalties or refunds.

It is ultimately the obligation of the student to initiate and complete withdrawal paperwork in a timely manner and in accordance to university policy. Untimely or incomplete withdrawal may adversely affect a student's balance with Reinhardt University, or his or her financial aid eligibility at other institutions. A third party (parent, guardian, relative, friend, coach, significant other, etc.) may not initiate or complete withdrawal paperwork on behalf of the student.

Academic transcripts are not automatically issued to withdrawing students; withdrawing students who wish to request a transcript must do so in the process outlined under Academic Transcripts earlier in this section of the catalog.

For more information on how withdrawing from the university may affect a student's balance with the University, including withdrawal refund policies, please see the Tuition and Fees section of this catalog (section E). For more information on the deadline to withdraw with a *W*, please see the Academic Calendar in section U of this catalog.

## **Procedures for New Students**

### **Orientation**

All entering Waleska Campus freshmen and transfer students attend an orientation session. The Student Orientation program at Reinhardt provides information about University objectives, traditions, academic programs, and extracurricular activities. It also provides an excellent opportunity for new students to meet

and make friends. Personal development, special events, and entertainment combine to make a meaningful, enjoyable experience. To continue the orientation process, all freshmen and transfer students will enroll in FYS 101, a three credit - hour orientation course.

### **Placement Testing**

English and Mathematics:

All entering freshmen students and all transfer students who do not present evidence of successful completion of ENG 101 (Composition), or MAT 102 (College Algebra) or higher are evaluated for placement purposes. Course placement results are not a recommendation, but a requirement.

Requirements for ENG 101 are as follows:

A score of 970 or higher on the Critical Reading + Writing portions of the SAT (taken prior to March 2016), or a score of 530 or higher on the Evidence Based Reading and Writing portion of the Redesigned SAT (taken March 2016 or later), or an ACT English + Reading score of 40 or higher. Students scoring below these thresholds will be placed in ENG 100.

Requirements for MAT 231:

A score of 580 or higher on the Math portion of the SAT (taken prior to March 2016), or a score of 580 or higher on the Math portion of the Redesigned SAT (taken March 2016 or later), or an ACT Math score of 25 or higher. The Mathematics program may have additional requirements for higher level courses.

Requirements for Math courses numbered MAT 102, MAT 103, MAT 121, MAT 210, MAT 211, MAT 215, or MAT 220:

A score of 520-570 on the Math portion of the SAT (taken prior to March 2016), or a score of 540-570 on the Math portion of the Redesigned SAT (taken March 2016 or later), or an ACT Math score of 22-24. Students scoring below these thresholds will be reviewed, in combination with their high school math grades, for placement in MAT 100.

All entering music majors are required to take a music theory placement test. The exam measures the student's level of preparation for the study of notation, rhythm, scales, intervals, and triads. Students who do not meet proficiency will be required to enroll in MUS 142 (Fundamentals Lab/Fundamentals of Music).





# Academic Advising

## Purpose of Academic Advising

Academic advising at Reinhardt University is an intentional and respectful relationship between each student and a faculty advisor. Advisors mentor students as they formulate meaningful and workable academic pathways to graduation and develop the confidence to meet 21st century challenges and opportunities while they explore their strengths, interests, and aspirations. Academic advising encourages students to think critically, solve problems, act independently, and embrace lifelong learning.

Indications of effective advising include:

### I. Faculty advisors who:

- a) Schedule and hold regular and timely advising meetings that address multiple areas of a student's academic experience.
- b) Guide students through appropriate course selection to meet degree requirements.
- c) Encourage students to connect with available resources as needed.
- d) Serve as a sounding board as students explore and consider career and graduate study options.
- e) Remain knowledgeable and aware of curricular policies and avail themselves of advising resources provided by the University.

### II. Students who:

- a) Meet regularly with their faculty advisors to develop an ongoing relationship.
- b) Familiarize themselves with academic catalog policies and degree requirements.
- c) Take responsibility for working with their faculty advisors to develop an academic pathway and to select/register for appropriate courses each semester.
- d) Seek out available resources recommended by their faculty advisors.

- e) Engage their faculty advisors as they explore and consider options for career or graduate study.

### III. A University that:

- a) Values and promotes the faculty-student advising relationship.
- b) Provides adequate training, tools and resources for effective advising.
- c) Continually monitors and assesses the advising process to ensure that the University's mission is fulfilled.

## Academic Advisement

All new students will be advised as a part of New Student Orientation by the School Dean of the intended major. Students who have not selected a major are advised by the Director of the Center for Student Success.

All students are assigned an advisor with whom they will meet periodically to discuss their academic programs, progress towards degree completion, career goals, and personal goals. At least once each semester, students are expected to schedule an appointment with their advisors to discuss and select classes for the following semester.

## Change of Advisor

Forms for change of advisor/change of major/minor must be obtained from the Office of the Registrar. Any submitted change of advisor request is subject to review by the respective School Dean.

## Change of Major or Minor

Students wishing to initiate a change of their major or minor should meet with their current advisor or School Dean. When complete, the student submits this paperwork to the Office of the Registrar for processing.



# Graduation Requirements

## General Degree Requirements

To earn a bachelor's degree, a student must complete a minimum of 120 semester hours with a cumulative grade-point average of 2.0 on all hours undertaken at Reinhardt University and on all hours in her or his major course work at Reinhardt. To earn an associate degree, a student must complete a minimum of 60 semester hours and meet the same cumulative grade-point average requirements for a bachelor's degree.

## Student Responsibility

The ultimate responsibility for meeting graduation requirements rests with the individual student. Faculty advisors and the Office of the Registrar make every effort to assist and advise the student so that he or she may successfully complete university work in a reasonable time period. The University will not assume responsibility for ensuring that the right courses are taken at the right time.

Each student is responsible for following the guidelines in the Academic Catalog in force at the time of initial enrollment and for being aware of information pertaining to his or her course of study. It is also the student's responsibility to check the Academic Calendar for important deadlines that apply to drop/add periods, withdrawal from classes, and graduation application.

## Application for Degree

A student who has achieved 85 earned semester hours may request a graduation audit from the Office of the Registrar by submitting an Application for Graduation.

A prospective graduate must submit the completed application for degree, along with a completed advisement grid from the advisor, to the Office of the Registrar no later than the end of drop/add two terms preceding the anticipated

graduation date. The processing fee of \$100 is due upon submission of the application.

Forms submitted after this date are subject to a late graduation fee of \$125. The early application timeframe enables the Office of the Registrar to compare the prospective graduate's transcript to the requirements of his or her degree program. Any problems noted during this transcript audit are brought to the student's attention. It is the student's responsibility to correct irregularities and deficiencies by providing missing transcripts, obtaining course substitutions, and making schedule changes needed to successfully complete the course of study.

## Graduation Requirements

To earn a degree from Reinhardt University, students must meet the following requirements:

1. Completion of a minimum of 120 semester credits with a Reinhardt cumulative grade-point average of 2.0 or higher for the baccalaureate degree. For an associate degree, completion of a minimum of 60 semester credits with a Reinhardt cumulative grade-point average of 2.0 or higher is required.
2. For the baccalaureate degree, at least 32 of the last 45 semester hours prior to graduation (including 15 upper level credits in the major) must be taken at Reinhardt, or for the associate degree, completion at Reinhardt of the last 20 semester credits immediately preceding graduation.
3. All candidates for the Bachelor of Arts degree in the School of Arts and Humanities must present at least 42 credit hours at the 300- or 400-level for graduation. These courses may be taken to satisfy major, minor, general education, and/or elective requirements.
4. Satisfaction of general education requirements and major field requirements.

5. Completion of ENG 101 (Composition) with a grade of *C* or better, and one of the following: ENG 102 (Composition and Literature) or ENG 103 (Composition, Rhetoric, and Research) with a grade of *C* or better.
6. Demonstration of basic computer competency as defined by the respective major.
7. Attainment of a grade of *C* or better in all courses required for the major.
8. Submission of an application for graduation to the Office of the Registrar by the deadline specified in the Academic Calendar.
9. Satisfaction of all financial and other obligations to the University and payment of a graduation fee.
10. All baccalaureate graduates must take the ETS Proficiency Profile Exam in order to meet graduation requirements.
11. Formal faculty approval for graduation.

Grades received in pre-collegiate or developmental courses are valid for institutional credit only. Institutional credits do not count toward honors or degree requirements at Reinhardt. Furthermore, grades of P and NP are not calculated into a grade-point average. The hours are calculated for tuition, financial aid, and housing purposes.

Students majoring in education should see the criteria for completion of all Bachelor of Science in Education programs in this catalog.

A second major or a minor requires no minimum number of additional credit hours, only completion of any additional required courses. A course may be counted as meeting more than one requirement, except that a course required for a major or a minor may not also be counted as meeting a general education requirement unless no alternative exists.

A student who earns a first bachelor's degree from Reinhardt University may also earn a second degree from Reinhardt in a different program by completing the required courses for that major. A minimum of 32 additional semester credit hours in residence is required.

If the candidate has earned a first baccalaureate degree from another regionally accredited college or university, a second bachelor's degree to be earned at Reinhardt requires a minimum of 32 semester credit hours in residence.

## Graduation Honors

Reinhardt University awards Latin honors in baccalaureate degree programs for overall grade-point averages, including all transfer credit. For Commencement announcements, honors are determined according to cumulative GPAs at the end of the Spring Session I.

Cum Laude	3.30 - 3.59
Magna Cum Laude	3.60 - 3.89
Summa Cum Laude	3.90 - 4.00

## Participation in Commencement

Commencement is held at the end of Spring Semester. Beginning in the Fall of 2019, Reinhardt University will also offer a December Commencement ceremony.

To participate in Spring Commencement, all degree requirements, including satisfaction of student financial obligations to the University, must be met at the end of Spring semester (or Mid-Spring for graduates of the Professional Studies program). Or, if course work is to be completed during Summer semester (or Mid-Summer semester), a petition to participate in Commencement activities may be approved. This form is available in the Office of the Registrar. Attendance at this ceremony is expected of all students. A Baccalaureate service is held before Commencement.

Only those students finishing their degree requirements in the Fall or Mid-Fall semesters are eligible to participate in the new December ceremony. All financial obligations to the University must be met prior to participation in the ceremony. Students who apply for December graduation after the posted deadline to do so will not be eligible to walk in the December Commencement ceremony. (See the Academic Calendar on the university website or at the end of this catalog for graduation application deadlines.)

**General Education Curriculum**

**48/50 hrs.**

Communication (12 hrs)

- \_\_\_ 3 ENG 101 Composition
- \_\_\_ 3 COM 108 Communicating Effectively
- \_\_\_ 3 Research Writing (Select One): ENG 102 or ENG 103.

\_\_\_ 3 Arts Experience: See Options Art, English (Creative Writing), Music, Theatre

---

Critical Thinking/Inquiry (13-15 hrs)

- \_\_\_ 3 FYS 101 First Year Seminar
  - \_\_\_ 3 MAT 102, MAT 103 (3), MAT 121 (4)
- 

Select Two Courses (One must be a lab science):\*

\_\_\_ 4 Lab Sciences: BIO 104/105, BIO 122/223, CHE 180/181, CHE 182/183, GEO 125, GEO 126, MAT 215, PCS 110/111, PCS 112/113, PCS 120/121, PCS 122/123, PCS 220/221

\_\_\_ 3 PSY 101, SOC 105, POL 101

\* If two lab science courses are used for the Critical Thinking/Inquiry domain, one of the three-hour elective courses in the Knowledge of Self, Society, and Culture domain (below) must be a social/behavior science.

\_\_\_\_\_ (lab science)

\_\_\_\_\_ (social/behavioral science)

Knowledge of Self, Society, Culture (18 hrs)

Students must complete at least two HIS courses, and at least one course each of ENG and REL. One of the six courses must be designated Global Studies/Foreign Language. See current academic catalog for full options list.

- \_\_\_ 3 ENG \_\_\_\_\_
- \_\_\_ 3 HIS \_\_\_\_\_
- \_\_\_ 3 HIS \_\_\_\_\_
- \_\_\_ 3 REL \_\_\_\_\_
- \_\_\_ 3 \_\_\_\_\_
- \_\_\_ 3 \_\_\_\_\_

Values/Ethics (5 hrs)

\_\_\_ 3 Options: BUS 290, COM 370, EDU 164, PHI 204, REL 105, REL 107

---

\_\_\_ 2 PED 100 (Or PED 200 for Age 21 or over)

## General Education Core Options

Various majors may require different core courses. Consult the Academic Catalog and your Advisor. Some courses appear in several domains and categories, but a course may only be used to fulfill one requirement. Also note, most courses listed earn three (3) credit hours; however, course credit hours do vary. Please check the course description section to verify.

Courses	Total Credits
<b>Communication Domain</b>	<b>12</b>

ENG 101 Composition

COM 108 Communicating Effectively

Select one of the following:

ENG 102 Composition and Literature

ENG 103 Composition, Rhetoric, and Research

### Arts Experience (AE)

*Courses with no Prerequisites:*

ART 100 Introduction to Drawing

ART 105 Art Appreciation

ART 120 Two-Dimensional Design

ART 121 Three-Dimensional Design

ART 215 Art and Architecture from the Prehistoric to the Renaissance

ART 216 Art and Architecture from the Renaissance through the Modern

COM 104 Introductory Multimedia Workshop

COM 210 Documentary Photography

COM 220 Audio Design

COM 250 Introduction to Digital Storytelling

COM 325 Web and Interactive Media Design I

ENG 280 Introduction to Creative Writing

ENG 383 Literary Editing and Publishing

ENG 386 Poetry Writing

ENG 387 Creative Non-Fiction

ENG 388 Scriptwriting

ENG 389 Fiction Writing

MUS 105 Music Appreciation

MUS 108 Jazz Appreciation

MUS 259 History of Rock and Roll

MUS 325 World Music

MUS 373 Collaborative Piano

THE 105 Theatre Appreciation

THE 205 Play in Production

THE 206 Play in Performance

THE 215 Introduction to Acting

*Courses with Prerequisites:*

(Consult Academic Catalog for Specifics)

ART 308/COM 308 Digital Art I

COM 204 Intermediate Multimedia Workshop

COM 206 Feature Writing

COM 207 Screenwriting

COM 304 Advanced Multimedia Workshop

COM 306 Integrated Storytelling

COM308/ART 308 Digital Art I

COM 350 Introduction to Film/TV Studies

MUA/ MUE All courses

### Critical Thinking and Inquiry Domain 13-14

FYS 101 First Year Seminar in Critical Thinking (No Prerequisite)

Select one Mathematics course:

MAT 102 College Algebra

MAT 103 Introduction to Statistics

MAT 121 Pre-Calculus

Select two courses:

One class must be a lab science. Some majors require two lab sciences. Please consult the Academic Catalog and your Faculty Advisor.

Lab Sciences

*Courses with no Prerequisites:*

BIO 104 Biology Essentials

BIO 122 Introduction to Organismal Biology

GEO 125 Physical Geology

PCS 110 Astronomy I: Solar Astronomy  
 PCS 112 Astronomy II: Stellar Astronomy

*Courses with Prerequisites:*

(Consult Academic Catalog for Specifics)

CHE 180 General Chemistry I  
 CHE 182 General Chemistry II

GEO 126 Historical Geology

MAT 215 Computer Programming

PCS 120 College Physics I  
 PCS 122 College Physics II  
 PCS 220 Physics for Life

Other Courses:

POL 101 American Government

PSY 101 Introduction to Psychology

SOC 105 Introduction to Sociology

### **Knowledge of Self, Society, and Culture Domain 18**

Of the six total courses, two must be History courses, one must be an English course, and one must be a Religion course. One of the six courses must be designated Global Studies (GS) or Foreign Language (FL). Some majors may require specific courses. Please consult the Academic Catalog and your Faculty Advisor.

*Courses with no Prerequisites:*

(300-level courses and above may require ENG 101 and either ENG 102 or ENG 103; or permission of the instructor.)

BUS 206 Principles of Economics

COM 201 Interpersonal Communication  
 COM 202 Media and Culture (GS)  
 COM 298 Special Topics in Communication  
 COM 352 Styles and Genres  
 COM 360 Intercultural Communication (GS)  
 COM 365 Global Media (GS)  
 COM 398 Special Topics in  
 Global/Intercultural Communication  
 (GS)

FRE 101 Elementary French I (GS)  
 HIS 111 Western Civilization to 1650  
 HIS 112 Western Civilization since 1650  
 HIS 120 World History I (GS)  
 HIS 121 World History II (GS)  
 HIS 210 World Geography (GS)  
 HIS 251 American History to 1865  
 HIS 252 American History since 1865  
 HIS 358 America since 1945 (GS)  
 HIS 360 History of American Business (GS)  
 HIS 362 Public History (GS)  
 HIS 370 The History of Native Americans  
 (GS)  
 HIS 372 The American South (GS)  
 HIS 374 Georgia History (GS)  
 HIS 377 American Feminism (GS)  
 HIS 380/REL 380 Religion in America (GS)

MUS 321 Music History I  
 MUS 322 Music History II  
 MUS 325 World Music (GS)

PHI 104 Introduction to Philosophy  
 PHI 105 Critical Thinking

POL 101 American Government  
 POL 311 Comparative Politics (GS)  
 POL 472 Media and Politics

PSY 101 Introduction to Psychology

REL 104 Introduction to Religion (GS)  
 REL 204 Survey of the Old Testament  
 REL 205 Survey of the New Testament

SOC 105 Introduction to Sociology (GS)  
 SOC 300 Global Social Problems (GS)  
 SOC 310 Social Inequality (GS)  
 SOC 320 Race and Ethnic Relations (GS)  
 SOC 330 Gender and Society (GS)  
 SOC 340 Marriages and Families (GS)  
 SOC 345 Parenting Roles (GS)  
 SOC 350 Deviant Behavior and Social  
 Control (GS)  
 SOC 360 Principles of Criminology and  
 Criminal Justice  
 SOC 370 Classical Sociological Theory  
 SOC 371 Contemporary Sociological Theory  
 SOC 380 Family Violence (GS)

- SPA 101 Elementary Spanish I (GS)  
 SSC 495 Diverse People (GS)
- THE 360 Dramatic Literature  
 THE 410 Theatre History I  
 THE 411 Theatre History II  
 THE 430 Independent Study in Theatre History
- WLC 198 Special Topics (GS)
- Courses with Prerequisites:*  
 (Consult Academic Catalog for Specifics)
- BUS 360 History of American Business  
 BUS 407 International Business (GS)  
 BUS 430 Managing the Global Workforce (GS)
- EDU 225 Lifespan Development from a Multicultural Perspective (GS)
- ENG 203 British Literature I  
 ENG 204 British Literature II  
 ENG 223 American Literature I  
 ENG 224 American Literature II  
 ENG 240 Introduction to Critical Analysis  
 ENG 271 World Literature I (GS)  
 ENG 272 World Literature II (GS)  
 ENG 300 Medieval British Literature  
 ENG 301 Chaucer  
 ENG 303 Shakespeare  
 ENG 304 Milton and the Seventeenth Century  
 ENG 306 The Romantic Age  
 ENG 307 The Victorian Age  
 ENG 308 Restoration and Eighteenth Century Literature  
 ENG 310 Jane Austen  
 ENG 312 British Novel  
 ENG 321 American Poetry  
 ENG 323 Romanticism, Realism, and Naturalism in American Literature  
 ENG 324 Modern American Novel  
 ENG 325 William Faulkner  
 ENG 326 Southern Literature  
 ENG 328 Tennessee Williams  
 ENG 335 Multicultural American Literature  
 ENG 336 African-American Literature  
 ENG 345 History of the English Language
- ENG 371 Global Literature in Translation II (GS)  
 ENG 372 Renaissance Literature  
 ENG 376 Modernism  
 ENG 377 Studies in Poetry  
 ENG 378 The Rise of the Woman Writer
- FRE 102 Elementary French I (GS)  
 FRE 205 Intermediate French I (GS)  
 FRE 206 Intermediate French II (GS)  
 FRE 320 Introduction to France and “la Francophonie” I (GS)  
 FRE 321 Introduction to France and “la Francophonie” II (GS)
- HIS 300/REL 300 History of Christianity  
 HIS 302 Ancient Civilizations  
 HIS 304 Medieval Europe  
 HIS 306 Renaissance and Reformation  
 HIS 310 Taste and Tumult: Europe in the 18th Century  
 HIS 312/REL 312 Religion and History of Judaism and Islam (GS)  
 HIS 320 Nineteenth Century Europe  
 HIS 324 Twentieth Century Europe  
 HIS 323 History of Ireland  
 HIS 334 History of Eastern Europe  
 HIS 340/REL 340 History and Religion of South Asia (GS)  
 HIS 342 History of East Asia (GS)  
 HIS 346 History of Africa (GS)  
 HIS 347 Colonial Latin America (GS)  
 HIS 348 Modern Latin America (GS)  
 HIS 350 Colonial and Revolutionary America  
 HIS 354 The Civil War and Reconstruction  
 HIS 356 America from 1900 to 1945  
 HIS 390 Women's History (GS)  
 HIS 392 Children and Childhood (GS)
- IDS 303 Literature of the Bible  
 IDS 304 Peace and Diplomacy (GS)  
 IDS 305 Chivalry: Medieval and Modern  
 IDS 306 Monsters and Demons  
 IDS 307 Nature and Culture  
 IDS 308 The Baroque World (GS)  
 IDS 309 Teaching and Learning: Education in America  
 IDS 310 Theology of Migrations (GS)  
 IDS 311 Conflict in the Twentieth Century (GS)

IDS 312 War and Society (GS)  
 IDS 313 Tibet: The Rooftop of the World (GS)  
 IDS 314 Vikings: History, Literature, and Mythology  
 IDS 315 Good, Evil, and the Future  
 IDS 316 Globalization (GS)  
 IDS 317 Town and Gown: Local History  
 IDS 318 Wealth and Poverty (GS)

MAT 215 Computer Programming (GS)

PHI 300 History of Philosophy  
 PHI 304 History of Modern Philosophy  
 PHI 306/POL 306 Classical Political Thought  
 PHI 308/POL 308 Modern Political Thought  
 PHI 310 Twentieth-Century Philosophy

POL 301 International Politics (GS)  
 POL 306/PHI 306 Classical Political Thought  
 POL 308/PHI 308 Modern Political Thought  
 POL 385 Constitutional Law

PSY 200 Developmental Psychology  
 PSY 210 Personality  
 PSY 310 Abnormal Psychology  
 PSY 350 Social Psychology

REL 300/HIS 300 History of Christianity  
 REL 308 World Christianity (GS)  
 REL 312/HIS 312 Religion and History of Judaism and Islam (GS)  
 REL 320 Studies in the Pentateuch  
 REL 330 Studies in the Synoptic Gospels  
 REL 334 Life and Letters of Paul  
 REL 338 Studies in the Johannine Tradition  
 REL 340/HIS 340 History and Religion of South Asia (GS)  
 REL 380/HIS 380 Religion in America

SPA 102 Elementary Spanish II (GS)  
 SPA 205 Intermediate Spanish I (GS)  
 SPA 206 Intermediate Spanish II (GS)  
 SPA 301 Practical Conversation (GS)  
 SPA 302 Composition (GS)  
 SPA 310 Spanish for Business (GS)  
 SPA 315 Survey of Spanish Linguistics (GS)  
 SPA 320 Survey of Spanish Peninsular Literature (GS)  
 SPA 321 Survey of Spanish-American Literature (GS)

SPA 325 Spanish Civilization and Culture (GS)  
 SPA 326 Spanish-American Civilization and Culture (GS)

WLC 298 Special Topic (GS)

**Values and Ethics Domain 5**

PED 100 Fitness for College and Life  
 PED 200 – 4 Hrs. (May be taken for Age 21 or over.)

Select one course:

*Courses with no Prerequisites:*

EDU 164 Values, Character, and Leadership Development

PHI 204 Introduction to Ethics

REL 105 Moral Responsibility in the Twenty-First Century

REL 107 Apostle's Creed and Moral Responsibility

*Courses with Prerequisites:*

(Consult Academic Catalog for Specifics)

BUS 290 Legal and Ethical Environment of Business

COM 370 Media Law and Ethics





# Degrees and Associated Majors

## The Academic Program

The educational process at Reinhardt is based on the following assumptions:

- Education should include more than just learning facts and developing skills; it should facilitate the fullest development of a student's maturity, responsibility, and life-affirming creativity. The curriculum should provide opportunities for a forthright, in-depth wrestling with the central moral, spiritual, and ethical concerns of the human experience.
- Students must assume responsibility for their own education. However, they can benefit from some professional guidance. The content of the curriculum does matter, and certain sequences of courses better suit degree requirements than others.
- Teaching should be related to life. Faculty members should be models of what they teach: men and women of integrity, discipline, creativity, and scholarship.
- The dynamics of learning and the content of knowledge in the educational process must be related to student needs, experiences, and growth.

## General Education Rationale

Reinhardt University is committed to providing students of all majors with an education based on the Liberal Arts that is constantly updated for the realities of twenty-first-century life. Because Reinhardt's mission is to educate the whole person, the goal of a Reinhardt education is not only to prepare students for successful careers, but also to support and encourage their spiritual, ethical, and civic growth. Reinhardt's goal is to have students who are informed, involved, and compassionate citizens of the world.

One of the most important tenets of the Reinhardt General Education Curriculum is choice. Students should be able to identify and follow

their passions. The General Education courses are organized within four broad domains: (1) Communication includes courses to enhance written and verbal skills, as well as to explore multiple expressions in the creative arts; (2) Critical Thinking/Inquiry includes courses in quantitative studies, lab and social sciences, and the First Year Seminar; (3) Knowledge of Self, Society, and Culture is the broadest domain and includes courses in literature, history, religion, and foreign language/global studies; and (4) Values/Ethics includes courses that encourage students to explore moral responsibilities from a variety of disciplinary perspectives. A student should know his or her own cultural roots, should be familiar with some of the great ideas and books of the past, and should have some understanding of the diversity of world cultures. Within those categories, however, students may choose the classes that interest them most.

The larger general education curriculum identifies areas that are crucial to a twenty-first century liberal arts education. Students develop their communication skills through writing and public speaking classes. They learn electronic research skills crucial to today's workplace. They develop their creativity through an Arts Experience option that allows them to choose from a variety of art, music, theatre, and creative writing courses. They choose a science cluster, either Being Human or Planet Earth, which allows them to approach the natural world from a variety of perspectives.

One of the keynotes of Reinhardt's general education curriculum is an emphasis on values and ethics. Courses across the curriculum, including those from Education, Religion, Philosophy, Business, Communications, and Physical Education divisions, challenge students to examine their own values and beliefs and to consider their obligations toward local and global

communities. Students are encouraged to celebrate their own religious and cultural traditions and to learn about and appreciate the traditions of others.

The emphasis on values and ethics is also reflected in Reinhardt's First Year Seminar course: Critical Thinking. In addition to providing instruction to enhance students' skills in critical reading and critical thinking, this course introduces first-year students to Reinhardt University's unique educational philosophy and values, along with the academic, social, and religious resources Reinhardt provides students. Furthermore, the course facilitates the student's social and academic transition into college life. Students are asked to reflect upon the ultimate meaning of a college education along with the ethical ramifications of their own choices. At the same time, they are asked to reflect upon and to develop strategies for academic success, especially in the areas of critical thinking, study skills, reading, and writing.

Students at Reinhardt learn both inside and outside the classroom. Extracurricular and co-curricular activities supplement and reinforce the students' in-class experiences. A multitude of visiting speakers and performers brings a wealth of intellectual and artistic enrichment to the campus. Students are encouraged to get involved and participate in ways that will change and shape them. The development of student leadership is a priority, whether through academic-related organizations, involvement in campus ministry, or service opportunities.

Reinhardt's whole person approach to education focuses on more than just tests and grades. It focuses on the person a student becomes: a person with skills and knowledge, a person who discovers his or her passions and talents, a person with compassion and leadership ability, a person who celebrates his or her own traditions and appreciates those of others, and a person whose contributions make his or her community and world a better place.

### **Non-Traditional Student General Education Rationale**

The Reinhardt University degree-completion programs offer bachelor's degrees to meet the ongoing educational needs of non-traditional students. Non-traditional students at Reinhardt are typically at least 24 years old and have at least two years of work or vocational experience. They seek to enhance their professional and personal development through attainment of a bachelor's degree in their field or in one closely related to it. Since Reinhardt University's mission is to educate the whole person, its professional bachelor degree programs balance 1) general education core requirements, 2) major coursework, and 3) electives to develop graduates who are informed professionals and citizens of the world.

A substantial part of each professional degree program is the general education core requirement of 42 credit hours, which aligns with most traditional general education requirements for an associate's degree, including those in the University System of Georgia. The core requirement ensures a breadth of knowledge: at least 12 credit hours must be drawn from skills in communication and technology; at least 6 credit hours from humanities or fine arts; at least 6 credit hours from social or behavioral sciences; and at least 6 credit hours from natural sciences and mathematics. This distribution allows students to become well-informed citizens as well as professionals. Students must then select 12 additional credit hours from course work that corresponds to one of the Reinhardt University learning outcomes.

The second component of each degree-completion program is focused, professional education. This requirement involves successful completion of 48-54 credit hours, depending on the program, in courses at the 300-400 level. Currently, Reinhardt offers the following professional degree programs: Bachelor of Business Administration, Bachelor of Criminal Justice, Bachelor of Healthcare Administration, and Bachelor of Organizational Management and Leadership.

Along with the breadth of the general education core and the depth of the professional education, the third component reveals the advantage of a Reinhardt professional bachelor's degree. Non-traditional students are allowed free electives of up to 24-30 semester credit hours, depending on the program. These credit hours may include 1) previously earned academic credits for courses that rise above the level of basic skills or training experiences, and that may be applied toward a degree at a regionally accredited institution, 2) elective courses, taken from Reinhardt University's offerings, to explore a variety of fields and to develop a body of knowledge that might enhance career potential and advancement, and 3) alternative forms of credit (see pages 39-42 of the Undergraduate Academic Catalog). Alternative forms of credit may include verified, specialized technical expertise gained through military service or professional certification or licensure, formal skill testing through recognized testing services, or experiential learning. Applicants with a transferable two year degree (AA or AS) may have previously earned academic credit in core courses (beyond the 42 credit general education requirement) and collegiate electives. Otherwise, transfer credit is awarded on a course-by-course basis. Credit for free electives is awarded as lower-division elective credit at the 100-200 level.

Reinhardt University is committed to recognizing the distinctive needs of non-traditional students and to encouraging them toward degree completion. Non-traditional students in the workforce learn how professional practices have been informed by theory and can be improved by further study of theory and its applications. Through the Reinhardt University degree-completion programs, students become professionals who engage in inquiry, consider diverse viewpoints, apply critical thinking, and effectively communicate sound ideas for the purpose of creative and evidence-based problem solving. An important element of Reinhardt's mission is to educate the whole person: taken together, the three components of Reinhardt professional bachelor's degree programs help students strengthen self-awareness as individuals and citizens while simultaneously strengthening

their ability to make positive contributions as they advance in their professional fields.

## Definitions

### Associate Degree

An associate degree may be a two-year transfer degree that indicates the completion of a student's lower division general education requirements, or it may be a specialized terminal degree designed to prepare a student for entry into a particular occupation upon the completion of the degree.

### Bachelor Degree

The bachelor degree is the academic title conferred on a student by the University for satisfactory completion of a prescribed course of study. The bachelor degree enables a student to acquire a certain amount of general learning and to become proficient in a particular field of study or profession. The curricular structure of a bachelor degree program includes a system general education core curriculum, institutional graduation requirements, support courses, major courses and electives. At Reinhardt, the credits required for the bachelor degree range from 120-130.

### Concentration

An academic concentration within a degree program enables students to make an in-depth inquiry into a discipline or a professional field of study. It should be organized around a specific set of goals and objectives that are accomplished through an ordered series of courses, whose connections define an internal structure and whose sequence advances levels of knowledge and understanding.

### Minor

A student may elect to declare a minor. An academic minor within a degree program enables a student to make an inquiry into a secondary discipline or field of study or to investigate a particular content theme. It too should be organized around a specific set of objectives or questions that are achieved through an ordered series of courses. Minors are intended to provide limited competency in the subject.

## Degrees and Associated Concentrations

Reinhardt University offers the following degrees. Italics indicate the concentration areas of study.

### Section-Page:

Associate of Arts (A.A.)	
Liberal Arts.....	L-12
Associate of Business Administration (A.B.A.).....	M-13
Associate of Science (A.S.)	
Criminal Justice.....	R-5
Bachelor of Arts (B.A.)	
Communication and Media Studies: <i>Digital Storytelling; Strategic Communication</i> .....	L-18
English.....	L-22
History: <i>American History; European/Western History; General, World/Global History</i> .....	L-24
Interdisciplinary Studies: American Studies; Comprehensive; Humanities.....	L-26
Organizational Management and Leadership.....	R-6
Religion: <i>Religious Studies; Christian Vocation-Music; Christian Vocation-Religious Education</i> .....	L-30
Theatre.....	Q-5
World Languages and Culture: Spanish Concentration.....	L-33
Bachelor of Business Administration (B.B.A.).....	M-11
Bachelor of Criminal Justice (B.C.J.).....	R-8
Bachelor of Fine Arts (B.F.A.)	
Creative Writing.....	L-13
Digital Media Arts.....	L-14
Graphic Design.....	L-16
Musical Theatre.....	Q-6
Studio Art.....	L-17
Bachelor of Healthcare Administration (B.H.A.).....	M-11
Bachelor of Music (B.M.)	
Performance.....	Q-7
Sacred Music.....	Q-10
Bachelor of Music Education (B.M.E.)	
Music Education (P-12).....	Q-12
Bachelor of Science (B.S.)	
Biology: <i>General; Pre-Medical, Pre-Dental, and Pre-Pharmacy; Pre-Veterinary; Pre-Physical     Therapy; Pre-Field Biology</i> .....	O-7
Biology Education.....	O-12 & N-6
Business Administration: <i>Accounting; General Business; Management, Marketing</i> .....	M-5
Criminal Justice – Sociology.....	O-14
Cultural Diversity – Sociology.....	O-16

Cybersecurity.....	O-17
Elementary Education (P-5).....	N-8
English/Language Arts Education (6-12).....	L-36 & N-10
History Education.....	L-39 & N-12
Mathematics.....	O-19
Mathematics: <i>Cybersecurity</i> .....	O-21
Mathematics: <i>Quantitative Sciences</i> .....	O-23
Mathematics Education (6-12).....	N-14 & O-25
Middle Grades Education (4-8).....	N-16
Political Science.....	O-27
Psychology.....	O-29
Social Services – Sociology.....	O-30
Sport Studies: <i>Foundation and Culture; Administration</i> .....	M-14
 Bachelor of Science in Nursing (B.S.N.):	
Nursing.....	P-7
Online R.N. to B.S.N.....	P-9
 <b>Minors</b>	
McCamish School of Business:	
Accounting, Business, Healthcare Administration, Management, and Marketing.....	M-9
Sport Studies.....	M-16
 School of Arts and Humanities:	
Art History, Communication and Media Studies, Creative Writing, Digital Media Arts, Digital Storytelling, English, French, Gender Studies, Global Communication, Graphic Design, History, Interdisciplinary Studies, International Studies, Media Writing, Museum Studies, Religion, Spanish, Strategic Communication, Studio Art.....	L-41
 School of Performing Arts:	
Music, Theatre.....	Q-14
 School of Mathematics and Sciences:	
Biology, International Relations, Mathematics, Mathematics in Computer Forensics or Cyber Attacks, Political Science, Pre-Law, Psychology, Sociology, and Social Science Research.....	O-31
 School of Professional Studies:	
Business (for B.H.A. students only).....	R-10



A. Wayne Glowka, Ph.D., Dean

Telephone 770-720-5628

Fax 770-720-5590

E-mail: [AWG@reinhardt.edu](mailto:AWG@reinhardt.edu)

Website: <http://www.reinhardt.edu/artshumanities>

# School of Arts and Humanities

## Mission

Students in the School of Arts and Humanities acquire knowledge of the artistic, behavioral, and intellectual traditions that have shaped life across the globe. In this process, students develop appreciation for the diversity of cultures as expressed through art, literature, media, world languages, history, philosophy, and religion. Furthermore, students in the arts and humanities develop the ability to write and think critically, to use writing and research skills appropriate to the disciplines, to engage in the evaluation of primary sources, and to use technology appropriate to the field. The faculty in the School of Arts and Humanities believes that students, through their studies and interaction with other students and the faculty, develop the capacity to make informed choices based upon an examination of their values and beliefs and forge for themselves personal traits that fill their life with order, meaning, and purpose.

## Degree Programs

The School of Arts and Humanities offers degree programs (majors, majors: concentrations) in the following disciplines:

- Communication and Media Studies
- Communication and Media Studies: Digital Storytelling
- Communication and Media Studies: Strategic Communication
- Creative Writing
- Digital Media Arts
- English
- Graphic Design
- History: American History

- History: European/Western History
- History: General History
- History: World/Global History
- Interdisciplinary Studies: American Studies
- Interdisciplinary Studies: Comprehensive
- Interdisciplinary Studies: Humanities
- Religion: Religious Studies
- Religion: Christian Vocation – Music
- Religion: Christian Vocation – Education
- Studio Art
- World Languages and Cultures: Spanish Concentration

In addition, the School of Arts and Humanities offers minors in the following disciplines:

- Art History
- Communication and Media Studies
- Creative Writing
- Digital Media Arts
- Digital Storytelling
- English
- French
- Gender Studies
- Global Communication
- Graphic Design
- History
- Interdisciplinary Studies
- International Studies
- Media Writing

- Religion
- Spanish
- Strategic Communication
- Studio Art

### Faculty

- Theresa L. Ast, Ph.D., *Program Coordinator of Interdisciplinary Studies*
- Jym B. Davis, M.F.A.
- Catherine Emanuel, Ph.D., *Director of the Center for Student Success*
- Joy A. Farmer, Ph.D., *Program Coordinator of English*
- A. Wayne Glowka, Ph.D., *Dean*
- Anne M. Good, Ph.D., *Program Coordinator of History*
- Jonathan Good, Ph.D.
- L. Michelle Harlow, M.Ed., M.F.A.
- Judith A. Irvine, Ph.D., *Program Coordinator of English/Language Arts Education*
- Graham Johnson, Ph.D.
- Donna Coffey Little, Ph.D., M.F.A.
- Joshua Marsh, M.F.A., Ph.D., *Program Coordinator of Digital Media Arts*
- Aquiles E. Martinez, Ph.D., *Program Coordinator of Religion*
- Margaret M. Morlier, Ph.D., *Associate Vice President for Graduate Studies, Director of the Honors Program*
- T. Brett Mullinix, M.F.A., *Program Coordinator of Fine Art*
- Jennifer Summey, Ph.D., *Program Coordinator of World Languages and Cultures*
- William Walsh, M.F.A., *Director of Creative Writing*
- Kenneth H. Wheeler, Ph.D.
- Pamela S. Wilson, Ph.D., *Program Coordinator of Communications*

### Art Program

The Art faculty offer the following degrees:

B.F.A. in Digital Media Arts (an interdisciplinary degree program with the Communication and Media Studies faculty)

B.F.A. in Graphic Design

B.F.A. in Studio Art

### Mission

The Bachelor of Fine Arts in Studio Art seeks to produce graduates who have the ability to think critically about their work and to speak and write clearly about the relationship between the formal and conceptual aspects of visual communication. The faculty in the art program seek, through courses in art history and studio work, to enhance the student's appreciation of works of art and to develop skills in a variety of media. Studio courses stress concentration and self-discipline leading to eventual self-expression. At the same time these courses provide an in-depth understanding of art and its traditional and contemporary principles and theories.

The Bachelor of Fine Arts in Graphic Design seeks to prepare students for the expanding career fields in Digital Media. The program objectives include producing graduates who have a broad and in-depth understanding of current digital tools and who also grasp the foundational and conceptual aspects of art and design. Studio courses will encourage the students in creative problem solving and production of both personal and commercial artwork. Majors will expand their technical base in web design, print media, and image sequencing while maintaining an emphasis on cross-discipline work.

### Student Learning Outcomes

Students in the Bachelor of Fine Arts (B.F.A.) program will:

1. Develop skills necessary to write and verbalize their understanding of the conceptual and formal aspects of visual art.
2. Develop a wide variety of skills in a diverse variety of media.

3. Develop an understanding and deeper appreciation of the history of Western and non-Western art.
4. Develop the ability to think critically about their artwork and the artwork of others.
5. Develop self-discipline and self-expression in capstone courses and will create a professional portfolio for submission to graduate programs or employment opportunities.

### Special Features and Activities

- Guest artist speakers and demonstrations.
- Student art exhibits.
- Juried art exhibits.
- Field trips to local art museums and exhibitions.
- Foreign travel to countries such as Italy, France, and Greece.
- Kappa Pi Honor Society.

### Art Faculty

- Jym B. Davis
- T. Brett Mullinix, *Program Coordinator*

## Communication and Media Studies Program

The major in Communication and Media Studies offers students a number of options to develop the skills and knowledge needed for both creative and leadership careers in the fast-changing landscape of media and visual culture, with a special emphasis upon multimedia storytelling and global cultures. Our dynamic program with optional concentrations provides students with opportunities to develop their intellectual curiosity and their understanding of the world while also gaining practical, hands-on experience in storytelling across digital media. The program emphasizes creativity; critical thinking; oral, written, and visual communication skills; interpersonal skills; and a range of research methods. Students integrate theory and practice as they develop their understandings of the role of media in a democratic society and of their own responsibilities as well-informed citizens and future communication professionals.

This degree program includes:

B.A. in Communication and Media Studies, with optional concentrations in:

- Digital Storytelling
- Strategic Communication

B. F. A. in Digital Media Arts (an interdisciplinary degree program with the Art faculty)

### Mission

Reinhardt's Communication and Media Studies degree program develops the skills and knowledge base needed in today's globalized workplace, where an ability to tell a story clearly using multiple and integrated technologies is of central importance. By fostering students' intellectual, analytical, research, and creative abilities, and providing a strong foundation in the liberal arts traditions, this degree program prepares students for careers as content creators, designers, and distributors of media messages. Such careers may include roles in social media, promotions and marketing, journalism, film and television production, or the corporate world. Graduates may enter the workforce directly or pursue advanced degrees in professional or graduate school.

### General Information

Communication and Media Studies majors learn to think critically, research thoroughly, write and speak clearly and eloquently, and work collaboratively to effectively produce high-quality storytelling projects in a variety of media and across multiple platforms.

In a society where an understanding of culture and communication is of central importance, majors develop the intercultural skills that employers require in today's globalized workplace. A Communication and Media Studies degree offers an opening into careers associated with both creative (media-related) and interpersonal (people-centered) lifework.

Graduates are likely to excel at careers in media writing, directing, and production; print and broadcast journalism; teaching, training, and adult education; information design; marketing, public relations, and advertising; writing, editing,



and graphic design; media management; management and design in museums and cultural centers; nonprofit administration; community education and arts administration; human resources and recruiting; higher education administration; ministry and church administration; public administration, law and conflict management; social services and social work, government and public service; corporate and public sector consulting; real estate; relational management and training; and management in the non-profit sector.

Communication and Media Studies graduates may attend graduate school in a variety of academic or professional fields, such as media, communication, law, public administration, professional writing, conflict management, and business administration. An advanced graduate degree can lead to careers in administration and management, teaching and research at the university level, higher education administration, and law.

### **Assessment**

Success in achieving the objectives in the Communication and Media Studies major is measured in the following ways, all of which are required for graduation:

- Completion of each course in the major with a grade of *C* or better.
- An internship in the field at an approved site, under faculty supervision.
- Successful completion of an online portfolio.
- Successful completion of a capstone transmedia storytelling project in COM 490.

### **Teaching Philosophy and Classroom Expectation**

The Communication and Media Studies program offers very personalized instruction in a small-group classroom setting. Our classes are generally highly collaborative and interactive, which means that students can expect to participate actively in class discussions, in-class activities, and group projects. Whether in a traditional classroom or working with cameras and computers in our studio and edit lab, students obtain hands-on training and experience.

Strong writing skills are essential for Communication and Media Studies majors. In addition to classes that are specifically devoted to writing, we also emphasize writing skills across the curriculum. All of our courses encourage students to learn and practice their integrated communication skills in addition to strong writing: oral presentations, visual design, effective use of technologies, teamwork in group projects, and interpersonal and intercultural skills.

Prospective Communication and Media Studies majors may take 100- and 200-level Communication (COM) courses. However, prior to taking 300-level courses or above, a sophomore or transfer student should consult with his or her advisor so they can together assess the student's major interests, strengths, and skill levels in order to determine the student's readiness to proceed to upper-level COM course.

The teamwork and production involved in creating and producing *The Eagle Eye*, the university's student multimedia online news platform, is a central component of our curriculum. CMS majors, as well as students from across the disciplines, are able to use their skills in writing, photography, video production, graphic design, and leadership by serving on the staff of *The Eagle Eye*. Staff members for *The Eagle Eye* enroll in a series of 1- to 3-credit courses to receive both instruction in and credit for their journalistic work.

### **Special Activities**

- Internships.
- Study abroad opportunities.
- Experiential learning opportunities.
- Work for *The Eagle Eye*, our campus student news outlet.
- Membership in Lambda Pi Eta Honor Society of the National Communication Association.
- Campus "Year Of" events for global learning.
- Opportunities to present work at the Robert L. Driscoll Convocation of Artists and Scholars.

**Communication Faculty**

- Pamela S. Wilson, Ph.D., *Internship Coordinator, Program Coordinator*
- Josh Marsh, M.F.A., Ph.D.

## Creative Writing Bachelor of Fine Arts Program

**Mission**

The Bachelor of Fine Arts in Creative Writing develops skills in creative writing through the study of literature and the practice of writing a variety of literature. The student who majors in creative writing at Reinhardt University is prepared to embark on a career as a professional creative writer or to enter a field such as education, publishing, advertising, or journalism, or to pursue further education in graduate or professional studies. The creative writing program at Reinhardt requires an internship where majors will work with a literary journals or other media outlets to gain valuable experience to enhance their ability to find jobs after graduation.

**Student Learning Outcomes for Creative Writing**

Students who complete the Bachelor of Fine Arts (B.F.A.) in Creative Writing will be able to:

1. Use a variety of rhetorical and literary techniques to enhance the reader's experience of a written work.
2. Engage in the writing process--plan, draft, revise, edit, and polish--in order to create a piece of writing ready for publication.
3. Analyze literature and other writers' works in order to understand how genre, structure, use of language, imagery, voice, point of view, and other techniques effectively or ineffectively engage a reader.
4. Write constructive, editorial commentary on the works of fellow students.
5. Read and categorize contemporary writing and one's own creative works within the context of traditional and experimental literary movements.

**Special Features and Activities**

English students are offered the opportunity to do the following:

- Join the English Honor Society, Sigma Tau Delta.
- Assist with tutoring in the Center for Student Success.
- Contribute articles and selections to the Reinhardt writer's publication, *Sanctuary*.
- Attend local dramatic productions.
- Hear and discuss issues with respected and well-known local and national authors and academics.
- Present their creative writing at the Robert L. Driscoll Convocation of Artists and Scholars.

**Creative Writing Faculty**

- Catherine Emanuel, Ph.D.
- A. Wayne Glowka, Ph.D.
- L. Michelle Harlow, M.Ed., M.F.A.
- Donna L. Little, Ph.D., M.F.A.
- Mark A. Roberts, Ph.D.
- William Walsh, M.F.A.

**Digital Media Arts BFA Program**

The Digital Media Arts degree program, the result of collaboration between the faculties in Art and in Communication and Media Studies, provides a Bachelor of Fine Arts for students who desire a career using art and design skills in either creative or managerial roles within the cutting-edge digital media environment. Digital Media encompasses career fields such as advertising, public relations, web design, digital gaming, digital filmmaking, and social media development.

The Digital Media Arts program positions its graduates with extensive art and design skills as well as the knowledge of the history, theories, and business principles of these industries and competencies in a broad range of communication skills.

This degree program prepares graduates to be competitive candidates in fast-growing career areas and ensures that they possess the comprehensive range of creative and critical thinking skills necessary to continuously adapt to the ever-changing digital media environment. Graduates with a BFA in Digital Media Arts will be equipped with:

- Hands-on, concrete skill development in a range of artistic and design techniques in both traditional and digital media (drawing, painting, three-dimensional art, photography, and digital art).
- A wide-ranging skillset gained in courses that provide conceptual skills and understanding about principles of design, color, dimension, etc. as well as an understanding of the history of art and design and of the role of art in culture and society, including a global perspective.
- An understanding of the historical and contemporary aspects of media industries and technologies (including the convergent and emerging digital media industries) and of their role in culture and society, including a global perspective.
- Knowledge of the principles and fundamentals of the advertising and public relations industries in the U.S.
- An understanding of theories of media and visual culture as well as legal and ethical principles undergirding the media industries.
- Practical pre-professional experience in planning, developing, and implementing creative projects, for real or hypothetical clients, that integrate both design and project management skills; this will culminate in a capstone and internship experience.
- Skills and confidence in written, visual, technological, and oral communication to contribute to the skills needed for entrepreneurial and executive/managerial careers in this field.

### **Assessment**

Success in achieving the objectives in the Digital Media Arts major is measured in the following ways, all of which are required for graduation:

- Completion of each course in the major with a grade of *C* or better.
- An internship in the field at an approved site, under faculty supervision.
- Successful completion of a Senior Capstone experience.

### **Digital Media Arts Faculty**

- Pamela S. Wilson, Ph.D.
- T. Brett Mullinix, M.F.A.
- Jym B. Davis, M.F. A.
- Josh Marsh, M. F.A., Ph.D., *Program Coordinator*

### **English Program**

#### **Mission**

The Bachelor of Arts in English provides students with a rich understanding of literary tradition and with language skills that prepare them for a variety of careers. English majors learn to think, read, and write clearly. They learn to analyze literature through close examination of specific passages and to identify the major periods of literature in Western culture and the major trends in Western thought.

An English major at Reinhardt is prepared to enter a field such as education, publishing, or journalism, or to pursue further education in graduate or professional studies. Indeed, most businesses in today's marketplace are eager to find graduates with the strong writing abilities and analytical skills possessed by English majors. The English program at Reinhardt offers an optional internship, in which students are placed in workplaces such as newspapers, publishing firms, and law offices in order to gain valuable experience that will enhance their ability to find jobs after graduation. The English program encourages students with an interest in writing to combine their major in English with a minor in Media Writing, housed in the Communication and Media Studies program.

**Student Learning Outcomes for English**

Students who complete the Bachelor of Arts (B.A.) of English will be able to:

1. Demonstrate sound skills in expository writing.
2. Demonstrate sound skills in critical analysis.
3. Demonstrate knowledge of the historical and/or cultural context of literature.

**Student Learning Outcomes for the Bachelor of Science in English/Language Arts Education**

Teacher candidates who complete the Bachelor of Science (B.S) in English/Language Arts Education program will:

1. Use knowledge of curriculum, learner differences, and ongoing assessment data to plan for student access to same essential content.
2. Utilize a variety of strategies to differentiate instruction and provide an academically challenging environment for all students.
3. Use systematic formal and informal assessment as an ongoing diagnostic activity to measure student growth and to guide, differentiate, and adjust instruction.
4. Display a professional commitment to the teaching philosophy of differentiated instruction to support students' diverse learning needs and to maximize learning.

**Special Features and Activities**

English students are offered the opportunity to do the following:

- Join the English Honor Society, Sigma Tau Delta.
- Assist with tutoring in the Center for Student Success.
- Contribute articles and selections to the Reinhardt writer's publication, Sanctuary.
- Contribute articles to the Reinhardt publication *Perspectivas*, which addresses moral and religious issues.
- Attend local dramatic productions.
- Hear and discuss issues with respected and well-known local and national authors and academics.

- Present their creative writing and research at the Robert L. Driscoll Convocation of Artists and Scholars.

**English Faculty**

- Catherine Emanuel, Ph.D.
- Joy A. Farmer, Ph.D., *Program Coordinator*
- A. Wayne Glowka, Ph.D.
- L. Michelle Harlow, M.Ed., M.F.A.
- Judith A. Irvine, Ph.D.
- Graham P. Johnson, Ph.D.
- Donna L. Little, Ph.D., M.F.A.
- Margaret M. Morlier, Ph.D.
- William Walsh, M.F.A.

**History Program****Mission**

The Bachelor of Arts in History prepares students to examine the decisions and actions of individuals and groups in a variety of cultures and historical eras and to develop skill in close reading and in evaluating competing interpretations of history. It offers students opportunities to express, in writing and in speech, their understanding of historical developments. This degree trains students to think analytically, to assess evidence and encourages understanding of diverse religious, social and political groups. The major in history is not aimed primarily at producing professional historians; rather, the major is aimed at training individuals who can critically evaluate the individuals, events, and movements of the past and present.

A history major is useful for students who are interested in careers in public service, business, finance, education, writing, the ministry, print and broadcast media, library and archival work; a degree in history is excellent preparation for success in law school, entrance into diplomatic or civil service, or teaching on the pre-collegiate level. A major or minor in history also complements the program of those students seeking a broad liberal arts education.

Majors may focus their studies on America, Europe, Global Studies or some combination of areas.

### Student Learning Outcomes

Students in the Bachelor of Arts (B.A.) in History program will:

1. Demonstrate increased knowledge about the traditions, issues, and development of Western, World, and American History.
2. Read and evaluate primary sources as windows into the past.
3. Learn to express themselves effectively in writing.
4. Learn to develop methodological competence in using libraries and appropriate technologies.

### Special Features and Activities

History students are offered the opportunity to participate in the following activities:

- History Honor Society – Phi Alpha Theta.
- Attend showings of historical films and documentaries.
- Develop history-based internship opportunities.
- Participate in cultural and educational trips to foreign countries.
- Attend faculty and student colloquia on academic topics.
- Visit historical museums, archives, and war memorials in the Southeast.
- Present research at the Convocation of Artists and Scholars.

### History Faculty

- Theresa L. Ast, Ph.D.
- Anne M. Good, Ph.D., *Program Coordinator*
- Jonathan Good, Ph.D.
- Kenneth H. Wheeler, Ph.D.

### Interdisciplinary Studies Program

The Interdisciplinary Studies program produces graduates who possess high-level competencies in reading, writing, and speaking. The program

develops the ability and the passion of students to become lifelong learners.

Interdisciplinary Studies students develop the critical thinking skills of comprehension, application, analysis, synthesis, and application in diverse social, cultural, religious, and political environments.

On a pragmatic level, we provide students with the knowledge and skills necessary to be productive employees, conscientious citizens, and fulfilled human beings. The Interdisciplinary Studies major also allows generous elective credits so that a student may easily complete a minor or concentration in another discipline (sociology, mathematics, business, biology, art), if he or she wants to do so.

A student should begin by enrolling in an IDS 302-320 course, which is an examination of a particular topic with an interdisciplinary approach, to make sure that IDS is what she or he really wants to do. In an optional senior thesis course, IDS 450, the student may apply his or her knowledge and skills by writing a research paper with an interdisciplinary perspective on a topic (selected by the student in consultation with the faculty thesis director's approval) from one of the following disciplines: English, History, or Religion.

There is an optional internship available, as well; however, the most exciting aspects of the major are the unique IDS 300-level courses and the ability the student has to select courses of personal interest and design his or her own major. Interdisciplinary Studies majors must maintain a portfolio (see instructions below—NOTE) of junior-senior level work as a requirement for graduation.

The Interdisciplinary Studies major has three tracks: American Studies, Comprehensive, and Humanities. Dr. Theresa Ast is the faculty advisor for students who pursue an Interdisciplinary Studies major and are focusing on American Studies or Humanities.

To pursue the Comprehensive Track a student must meet the following criteria:

1. Have a 2.0 GPA (grade point average).
2. Meet with the Interdisciplinary Studies Coordinator for a transcript review and change of advisor.
3. With the assistance of the IDS Coordinator, obtain written approval from the Dean of the School of Arts and Humanities.

### Student Learning Outcomes

Students who complete the Bachelor of Arts (B.A.) in Interdisciplinary Studies will be able to:

1. Demonstrate familiarity with research methods and approaches appropriate for interdisciplinary study, such as the use of library databases, reference books, bibliographies, and academic journals.
2. Demonstrate a high level of competency in written communication – grammar, structure, and punctuation.
3. Write critically and logically, making correct use of evidence.
4. Demonstrate knowledge of Western and non-Western societies, cultures, religions, ethnicities, and political systems.

### Special Features and Activities

- Unique and innovative interdisciplinary courses.
- Extensive and diversely trained faculty.
- Optional internship for practical experience.
- Presentation opportunities: Student Colloquia, Robert L. Driscoll Convocation of Artists and Scholars.
- Museum tours, artistic productions, and visits to historical sites.
- Lectures by respected and well-known scholars and authors.

### Interdisciplinary Studies Program Faculty

- Theresa L. Ast (History, *Program Coordinator*)
- Donna Coffey Little (English)
- Anne Good (History)

- Jonathan Good (History)
- Donald G. Gregory (Sociology)
- L. Michelle Harlow (English, Theatre)
- Judith A. Irvine, Ph.D. (English)
- Graham Johnson (English)
- Aquiles E. Martinez (Religion)
- Margaret M. Morlier (English)
- William Walsh, M.F.A. (English)
- Pamela Wilson (Communication and Media Studies)
- Kenneth H. Wheeler, Ph.D. (History)

NOTE: Every student majoring in Interdisciplinary Studies will begin to assemble a portfolio of written work during his or her junior year. The portfolio consists of a notebook containing a copy of the student's resume (which can be added near the end of the Senior year) and copies of eight graded papers or projects from courses taken for the major. At least two of the eight papers (short: 4-6 pages, or long: 10-15 pages) must come from IDS 300 level courses.

Students must submit a completed portfolio to the Interdisciplinary Studies Coordinator for review three to four weeks before the end of their final semester at Reinhardt. After reviewing the portfolio, the Coordinator will send a note to the Registrar authorizing graduation.

### Religion Program

The Bachelor of Arts in Religion provides opportunities to study the meaning, purpose, and destiny of human life in relation to diverse notions of the Sacred. As such, it equips students to understand the mental disposition, beliefs, values, experiences, and histories of communities of faith as expressed in their dependence and fellowship with God, varied worship activities, sacred literature, and service to society.

Committed to the Christian tradition and the United Methodist Church, the Religion program offers three tracks to prepare students for a religious career. In the Religious Studies concentration, students focus primarily on Biblical and Christian theological themes along with an in-depth study of one other major world religion. In the Christian Vocation-Music concentration, students focus on the integration

of theological studies and music to serve churches in their worship ministry more effectively. In the Christian Vocation - Religious Education concentration, students focus on the integration of theological studies and education to serve churches in their teaching ministry more effectively.

### Student Learning Outcomes

Students who complete the Bachelor of Arts (B.A.) in Religion will be able to:

1. Understand the five major religions of the world (Hinduism, Buddhism, Judaism, Christianity, and Islam).
2. Understand the Judeo-Christian traditions.
3. Clarify their religious vocation.
4. Think critically and express their ideas in writing, speech, and visual media.
5. Become familiar with a variety of research methods used by religious scholars.
6. Develop their own theoretical and practical understanding of moral and spiritual issues.

### Special Features and Activities

Religion major students are offered the opportunity to participate in the following activities:

- Visits to and study of various north Georgia religious communities.
- Publication of their own student essays in selected classes.
- Participation with other students and faculty in writing articles addressing moral and spiritual issues for publication in *Perspectivas*.
- Hear and discuss issues with well-known church and academic scholars and leaders such as Dr. Lyda Pierce, Dr. Justo Gonzalez and Dr. James T. Laney.
- Participate in mission trips sponsored by the Chaplain's office to places like Texas, Kentucky, Mexico, Jamaica, Honduras, Venezuela, and Poland.
- Discuss with religious practitioners various forms of ministry to better discover one's own calling and vocation.

- Participate in regular and planned visits to Emory University's Candler School of Theology.
- Present research at the Robert L. Driscoll Convocation of Artists and Scholars.

### Faculty

- Aquiles E. Martinez, Ph.D., *Program Coordinator*

## World Languages and Cultures: Spanish Concentration

### Mission

In an effort to educate the whole person within the tradition of the liberal arts, Reinhardt University offers students the opportunity to study World Languages and Cultures. This major prepares students to be competitive in the job market and in admission to further study at the graduate level with advanced knowledge of languages and cultures. The major requires 24 semester hours at the 300 and 400 level in a primary language and its cultures, 15 semester hours in a second target language and its cultures, and a cultural praxis normally consisting of a semester of international study. (Substitutions must be approved by the Dean of the School of Arts and Humanities.)

The program offers Spanish as the primary target language with French as the secondary target language; however a student may transfer credits in a different secondary target language from another institution with approval of the Dean of the School of Arts and Humanities.

### Student Learning Outcomes

Graduates of the Bachelor of Arts (B.A.) in World Languages and Cultures will:

1. Demonstrate competency in oral communication in Spanish at the Advanced Level (ACTFL Proficiency Levels), and at the Intermediate Level in French or another world language other than English.
2. Demonstrate competency at the Advanced Level (ACTFL) in reading in a language other than English.

3. Demonstrate competency in writing in a language other than English at the Intermediate to Advanced levels (ACTFL).
4. Demonstrate knowledge of the practices, products, and perspectives of the cultures associated with the world languages they study.

**Special Features and Activities**

- Strong emphasis upon conversational language use, as well as the practical and authentic application of language skills.
- Intense study of culture and civilization.
- Required cultural praxis consisting of a semester of international study, an internship abroad (which may be cross-listed), or a capstone project.
- Opportunity to present research at the Robert L. Driscoll Convocation of Artists and Scholars.
- Study abroad and internship opportunities.

**Faculty:**

- Jennifer F. Summey, Ph.D, *Program Coordinator of World Languages and Cultures*



### **Associate of Arts (A.A.) in Liberal Arts**

The Liberal Arts associate degree program is designed as a transfer program. It offers the basic academic requirements for specialization in the major fields of economics, English, history, mathematics, philosophy, political science, psychology, religion, sociology, or any other traditional liberal arts major. For the student who has not decided on a major, this program provides a foundation in the liberal arts.

Students will demonstrate:

1. Effective expression of ideas through writing, speech, and a variety of arts experiences.
2. Integrative, critical thinking and inquiry-based learning using evidence, logic, reasoning, and calculation.
3. Informational, technological, and scientific literacies, and knowledge of research methods.
4. Independent thought and imagination; preparation for lifelong learning.
5. Knowledge of the traditions of Western civilization and their global context.
6. Knowledge of the diversity of societies and cultures; the ability to view themselves and the world from cultural and historical perspectives other than their own.
7. Integrity and ethical responsibility.
8. Understanding of and commitment to physical, emotional, and spiritual wellness.
9. Stewardship and civic engagement, coupled with the ability to work with others both collaboratively and in leadership roles.

<b>Courses</b>	<b>Total Credits Required</b>
General Education Curriculum	48-50
Major	10-12
Students may take electives at the 100-level and above.	
<b>Total Semester Credits Required in Degree</b>	<b>60</b>

## **Bachelor of Fine Arts (B.F.A.) in Creative Writing**

General Education Hours	48
Major Required Courses	48
Literature Courses: Take any five literature classes at the 300-level	15
Language Course : Take either one 200-level or higher foreign language course or ENG 345 History of the English Language	3
Creative Writing Courses:	30
ENG 280 Introduction to Creative Writing	
ENG 383 Literary Editing and Publishing	
ENG 386 Poetry Writing	
ENG 387 Creative Nonfiction	
ENG 388 Scriptwriting	
ENG 389 Fiction Writing	
ENG 390 Writing for Television or ENG 391 Play Writing	
ENG 408 Creative Writing Internship	
ENG 450 Senior Thesis	
ENG 480 Senior Seminar	
General Electives	24
<b>Total Semester Hours Required in Degree</b>	<b>120</b>

All candidates for the BFA in Creative Writing must present at least 42 credit hours at the 300- or 400-level for graduation. These courses may be taken to satisfy major, minor, general education, and/or elective requirements.

## Bachelor of Fine Arts (B.F.A.) in Digital Media Arts

### Major Required Courses:

30

ART 100 Introduction to Drawing  
ART 120 Two-Dimensional Design  
ART 121 Three-Dimensional Design  
ART 215 Art and Architecture from the Prehistoric to the Renaissance  
ART 216 Art and Architecture from the Renaissance through the Modern  
COM 202 Media and Culture  
COM 250 Introduction to Digital Storytelling  
COM 360 Intercultural Communication  
COM 403 Theories of Media and Visual Culture  
COM 407 Internship

### Major Electives:

18

The student will choose 9 hours from the following ART courses and 9 hours from the following COM courses. At least 2 courses in each category need to be 300-level or above.

### ART Electives:

9

ART 201 Advanced Drawing  
ART 220 Introduction to Painting in Water Media  
ART 250 Ceramics I  
ART 260 Introduction to Black and White Photography  
ART 261 Introduction to Digital Photography  
ART 308 Digital Art I  
ART 309 Digital Art II  
ART 320 Introduction to Painting Oil Media  
ART 330 Survey of Printmaking Techniques  
ART 340 Sculpture: Fabrication, Assemblage and Multimedia  
ART 350 Ceramics II  
ART 360 Advanced Digital Techniques: Image Sequencing  
ART 365 Alternative Photography and Mixed Media

### COM Electives:

9

COM 210 Documentary Photography  
COM 220 Audio Design  
COM 251 Cinematography  
COM 306 Integrated Storytelling  
COM 310 Digital Media Editing  
COM 311 Public Relations Practices  
COM 312 Advertising Principles  
COM 325 Web and Interactive Media Design I  
COM 326 Web Design II  
COM 350 Introduction to Film and Television Studies (4)  
COM 415 Directing and Producing

Capstone Experience: 6  
In the last semester of their junior year, students will decide upon a 2-course creative capstone direction. The final capstone courses will be completed in the final year (one course in each semester of final year) and can be taken in either ART or COM depending on the specific needs of the student and the choice of thesis supervisor.

ART Capstone:  
ART 491 Concentration Seminar  
ART 492 Thesis Exhibition and Portfolio

or

COM Capstone:  
COM 490 Transmedia Storytelling  
COM 450 Thesis Project

Major Curriculum:	54
General Education Curriculum:	48-50
General Electives:	16-18
<b>Total Semester Credits Required in Degree:</b>	<b>120</b>

## Bachelor of Fine Arts (B.F.A.) in Graphic Design

<b>Courses</b>	<b>Total Credits Required</b>
General Education Curriculum	48-50
Major Required Courses	
Foundation:	18
ART 100 Introduction to Drawing	
ART 120 Two-Dimensional Design	
ART 121 Three-Dimensional Design	
ART 201 Advanced Drawing	
ART 215 Art and Architecture from the Prehistoric to the Renaissance	
ART 216 Art and Architecture from the Renaissance through the Modern	
Note: ART 100, ART 120, ART 121, and ART 201 should be completed before the end of the sophomore year.	
Core:	21
ART 220 Introduction to Painting in Water Media or ART 320 Introduction to Painting in Oil Media	
ART 231 Printmaking Fundamentals	
ART 260 Introduction to Black and White Photography	
ART 261 Introduction to Digital Photography	
ART 308 Digital Art I	
ART 309 Digital Art II	
ART 362 Digital Motion Media	
Capstone:	6
ART 491 Concentration Seminar	
ART 492 Thesis Exhibition and Portfolio	
General Electives	25-27
<b>Total Semester Credits Required in Degree</b>	<b>120</b>

## Bachelor of Fine Arts (B.F.A.) in Studio Art

Courses	Total Credits Required
General Education Curriculum:	48-50
Major Required Courses:	48
Art Foundation:	
ART 100 Introduction to Drawing	
ART 120 Two-Dimensional Design	
ART 121 Three-Dimensional Design	
ART 201 Advanced Drawing	
ART 215 Art and Architecture from the Prehistoric to the Renaissance	
ART 216 Art and Architecture from the Renaissance through the Modern	
ART 220 Introduction to Painting in Water Media	
ART 231 Printmaking Techniques	
ART 250 Ceramics I	
ART 260 Introduction to Black and White Photography	
ART 320 Introduction to Painting in Oil Media	
ART 340 Sculpture: Fabrication, Assemblage, and Multimedia	
ART 350 Ceramics II	
ART 365 Alternative Photography and Mixed Media	
Note: ART 100, ART 120, ART 121, and ART 201 should be completed before the end of the sophomore year.	
Capstone:	
ART 491 Concentration Seminar*	
ART 492 Thesis Exhibition and Portfolio*	
*Taken only during Senior Year	
General Electives:	22-24
<b>Total Semester Credits Required in Degree</b>	<b>120</b>

## Bachelor of Arts (B.A.) in Communication and Media Studies

With optional concentrations in Digital Storytelling or Strategic Communication

General Education Curriculum: 48-50

The Communication and Media Studies degree program provides graduates with a broad background of knowledge needed to understand today's global media environment, including intercultural and interpersonal communication, journalism, film and television, print media, public relations, advertising, graphics, and digital media. Students develop integrated storytelling and design skills in written, visual, and oral communication along with essential critical thinking, research, and leadership abilities. The coursework, which culminates in a professional internship, portfolio, and transmedia storytelling project, prepares students for professional careers or for graduate study in a number of disciplines.

Students in the Communication and Media Studies program fulfill the required General Education Courses plus the following:

Communication and Media Studies Core:

Major Required Courses: 29

COM 104/204 Introduction to/Intermediate Multimedia Workshop (min. 2 credits, 2 semesters)

COM 202 Media and Culture

COM 206 Feature Writing

COM 230 Research Methods

COM 250 Introduction to Digital Storytelling

COM 305 Organizational and Professional Communication

COM 360 Intercultural Communication

COM 370 Media Law and Ethics

COM 403 Theories of Media and Culture

COM 490 Transmedia Storytelling

Major Electives: 21-22

Media Storywriting: 3

Select one (1):

COM 207 Screenwriting

COM 306 Integrated Storytelling

Strategic Communication: 6

Select two (2):

COM 304 Advanced Multimedia Workshop

COM 311 Public Relations

COM 312 Advertising Principles

COM 340 Strategic Writing

Visual Storytelling: 9-10

Select three (3):

COM 210 Documentary Photography

COM 251 Cinematography

COM 308 Digital Art I or 309 Digital Art II

COM 310 Digital Video Editing

COM 325 Web and Interactive Media Design  
 COM 350 Introduction to Television and Film Studies (4 credits)  
 COM 352 Styles and Genres

Practicum/Capstone: 2-6  
 Select one:  
 COM 407 Internship  
 COM 450 Thesis Project

Major Curriculum: 50-51

General Education Curriculum: 48-50

General Electives: 22  
 (may be applied to a minor)

**Total Credit Hours Required in Degree: 120**

All candidates for the Bachelor of Arts degree in the School of Arts and Humanities must present at least 42 credit hours at the 300- or 400-level for graduation. These courses may be taken to satisfy major, minor, general education, and/or elective requirements.

Alternately, students may select one of the following concentrations in Communication and Media Studies:

### **Digital Storytelling Concentration**

The Digital Storytelling concentration provides students with the knowledge and skills needed to tell stories across a range of digital media forms in order to pursue artistic or creative/commercial interests for the convergent global media environment (film, television, digital/online, social media). Firmly grounded in the liberal arts, this concentration provides a foundation in media history, theory, and criticism while also developing integrated creative skills in writing, design, technological, and oral communication. Through courses in writing/scripting, digital image creation, design, editing, and producing/directing--culminating in a professional internship, portfolio, and transmedia storytelling project--students are well prepared to enter a media creation career or to pursue graduate study.

Students in the Digital Film and Video Concentration will fulfill the required General Education Courses and the courses in the Communication Core.

Communication & Media Studies Core:

Major Required Courses 29  
 COM 104/204 Introduction to/Intermediate Multimedia Workshop (min. 2 credits, 2 semesters)  
 COM 202 Media and Culture  
 COM 206 Feature Writing  
 COM 230 Research Methods  
 COM 250 Introduction to Digital Storytelling  
 COM 305 Organizational and Professional Communication  
 COM 360 Intercultural Communication  
 COM 370 Media Law and Ethics  
 COM 403 Theories of Media and Culture  
 COM 490 Transmedia Storytelling



Major Electives for Digital Storytelling Concentration:	25
Media Storywriting:	3
Select one (1):	
COM 207 Screenwriting	
COM 306 Integrated Storytelling	
Visual Storytelling:	19
COM 251 Cinematography	
COM 310 Digital Video Editing	
COM 350 Introduction to Television and Film Studies (4 credits)	
COM 415 Directing and Producing	
Select two (2) from:	
COM 210 Documentary Photography	
COM 220 Audio Design	
COM 325 Web and Interactive Media Design	
Practicum/Capstone:	2-6
Select one:	
COM 407 Internship	
COM 450 Thesis Project	
Major Curriculum:	54
General Education Curriculum:	48-50
General Electives:	16-18
(may be applied to a minor)	
<b>Total Credit Hours Required in Degree</b>	<b>120</b>

All candidates for the Bachelor of Arts degree in the School of Arts and Humanities must present at least 42 credit hours at the 300- or 400-level for graduation. These courses may be taken to satisfy major, minor, general education, and/or elective requirements.

### **Strategic Communication Concentration**

The Strategic Communication concentration prepares graduates for careers in which they conceptualize, research, and execute strategic media campaigns for corporate or nonprofit clients in the global media landscape. This concentration prepares graduates for the professional challenges of building credibility for organizations, creating persuasive campaigns, and promoting trust between businesses, organizations and their external publics. Graduates gain critical theoretical and historical knowledge as well as hands-on media writing, planning, design and presentation skills. This curriculum, culminating in a professional internship, portfolio, and transmedia storytelling project, enables students to pursue a public relations, social media marketing, media writing or advertising career or graduate study.

Communication & Media Studies Core:

Major Required Courses:	29
COM 104/204 Introduction to/Intermediate Multimedia Workshop (min. 2 credits, 2 semesters)	
COM 202 Media and Culture	

COM 206 Feature Writing	
COM 230 Research Methods	
COM 250 Introduction to Digital Storytelling	
COM 305 Organizational and Professional Communication	
COM 360 Intercultural Communication	
COM 370 Media Law and Ethics	
COM 403 Theories of Media and Culture	
COM 490 Transmedia Storytelling	
Major Electives for Strategic Communication Concentration:	28
Media Storywriting:	6
Select two (2):	
COM 207 Screenwriting	
COM 304 Advanced Multimedia Workshop	
COM 306 Integrated Storytelling	
Strategic Communication:	9
COM 311 Public Relations	
COM 312 Advertising Principles	
COM 340 Strategic Writing	
Visual Storytelling:	10
COM 350 Introduction to Television and Film Studies (4 credit hours)	
Plus, select two (2):	
COM 210 Documentary Photography	
COM 251 Cinematography	
COM 308 Digital Art I	
COM 325 Web and Interactive Media Design	
Practicum/Capstone:	2-6
COM 407 Internship	
Major Curriculum:	57
General Education Curriculum:	48-50
General Electives:	13-15
(may be applied to a minor)	
<b>Total Credit Hours Required in Degree</b>	<b>120</b>

All candidates for the Bachelor of Arts degree in the School of Arts and Humanities must present at least 42 credit hours at the 300- or 400-level for graduation. These courses may be taken to satisfy major, minor, general education, and/or elective requirements.

## Bachelor of Arts (B.A.) in English

<b>Courses</b>	<b>Total Credits Required</b>
General Education Curriculum:	48-50
English majors are strongly advised to take ENG 102 as part of their general education curriculum. Also, English majors who choose to satisfy their language requirement through course work but who lack the foundation to take language at the intermediate (200) level or pass an intermediate-level translation test should choose a year of foreign language as part of their general education curriculum.	
Common English Core:	9 or 15
Select one major author course:	
ENG 301 Chaucer	
ENG 303 Shakespeare	
ENG 304 Milton and the Seventeenth Century	
ENG 310 Jane Austen	
ENG 325 William Faulkner	
ENG 328 Tennessee Williams	
Select one single genre course:	
ENG 312 British Novel	
ENG 321 American Poetry	
ENG 324 Modern American Novel	
ENG 360 Dramatic Literature	
ENG 377 Studies in Poetry	
Select one of the following:	
ENG 340 Teaching Grammar in the Context of Writing	
ENG 341 Literary Genres and Critical Approaches	
ENG 342 Advanced Grammar	
ENG 343 Introduction to Language and Linguistics	
ENG 345 History of the English Language	
Foreign Language proficiency:	
All English majors must attain intermediate-level proficiency in a foreign language. Students may demonstrate proficiency by passing two 200-level foreign-language courses with a <i>C</i> or better in each, or by passing an intermediate-level translation test in the language of their choice.	
Major:	30
English Courses:	24
ENG 240 Introduction to Critical Analysis (to be completed before students attempt any 300- or 400-level literature course).	
Select either two 300- or 400-level English courses before 1800 and one 300- or 400-level English course after 1800; or one 300- or 400-level English before 1800 and two 300- or 400-level English courses after 1800.	
Two 300- or 400-level English courses not used to satisfy any other requirement in the major.	

One 300- or 400-level foreign-language course, or one 300- or 400-level global or multicultural English literature course.

Select one:

ENG 407 Internship

ENG 450 Senior Thesis

Interdisciplinary Applications (IDS):

Select two

6

General Electives:

Student who elect to take two foreign-language courses at the 200-level to satisfy the foreign-language requirement will take 25 or 27 elective hours; students who satisfy the foreign-language requirement by passing a translation test will take 31 or 33 elective hours.

**Total Semester Credits Required in Degree**

**120**

All candidates for the Bachelor of Arts degree in the School of Arts and Humanities must present at least 42 credit hours at the 300- or 400-level for graduation. These courses may be taken to satisfy major, minor, general education, and/or elective requirements.

## Bachelor of Arts (B.A.) in History

Courses	Total Credits Required
General Education Curriculum: Must include either HIS 111 and HIS 112, or HIS 120 and HIS 121.	48-50
Major Required Courses: HIS 251 American History to 1865 (may not be used to satisfy core requirements). HIS 252 American History Since 1865 (may not be used to satisfy core requirements). Two upper-level IDS courses	12
History Concentration – American, European/Western, General, or World/Global	15
History Electives (300- or 400-level)	15
General Electives:	28-30
<b>Total Semester Credits Required in Degree</b>	<b>120</b>

All candidates for the Bachelor of Arts degree in the School of Arts and Humanities must present at least 42 credit hours at the 300- or 400-level for graduation. These courses may be taken to satisfy major, minor, general education, and/or elective requirements.

It is strongly suggested that history majors planning to pursue graduate study in history enroll in at least four semesters of a foreign language. Which foreign language should be determined by the anticipated historical focus during graduate study. History majors will prepare a portfolio (a notebook) containing a resume and four term papers from 300- or 400-level courses, which will be submitted to their academic advisors for review during the final semester of the senior year.

American History Concentration:	15
HIS 350 Colonial and Revolutionary America	
HIS 354 Civil War and Reconstruction	
HIS 356 America from 1900 to 1945	
HIS 358 America since 1945	
HIS 360 US Business History	
HIS 362 Public History	
HIS 370 The History of Native Americans	
HIS 372 The American South	
HIS 374 History of Georgia	
HIS 377 American Feminism	
HIS 380 Religion in America	
HIS 450 Senior Thesis	
HIS 490 Internship in History	
HIS 498 Special Topics in History (Relevant Topic)	
HIS 499 Independent Study in History	

European/Western History Concentration: 15

- HIS 302 Ancient Civilizations
- HIS 304 Medieval Europe
- HIS 306 Renaissance and Reformation
- HIS 310 Taste and Tumult: Europe in the Eighteenth Century
- HIS 320 Nineteenth-Century Europe
- HIS 323 History of Ireland
- HIS 324 Europe in the Twentieth Century
- HIS 328 Modern Germany
- HIS 334 East European History
- HIS 336 History of the Holocaust
- HIS 338 History of Science
- HIS 390 Topics in Women's History
- HIS 392 Children and Childhood
- HIS 450 Senior Thesis
- HIS 490 Internship in History
- HIS 498 Special Topics in History (Relevant Topic)
- HIS 499 Independent Study in History

General History (300- or 400-level) Concentration 15

World/Global History Concentration: 15

- HIS 300 History of Christianity
- HIS 302 Ancient Civilizations
- HIS 312 Religion and History of Judaism and Islam
- HIS 340 History and Religion of South Asia
- HIS 342 History of East Asia
- HIS 346 History of Africa
- HIS 347 Latin America
- HIS 390 Topics in Women's History
- HIS 450 Senior Thesis
- HIS 490 Internship in History
- HIS 498 Special Topics in History (Relevant topic)
- HIS 499 Independent Study in History

## Bachelor of Arts (B.A.) in Interdisciplinary Studies

### American Studies Track:

#### General Education Curriculum

48/49 hours

Select any three (3) IDS courses:

9

- IDS 307 Nature and Culture
- IDS 309 Teaching and Learning: Education in America
- IDS 317 Town and Gown: Local History and Culture
- IDS 320 America: Memorials, Monuments, Cemeteries
- IDS 321 Great American Books

Select any two (2) additional IDS courses:

6

- IDS 302 Great Books
- IDS 303 The Bible as Literature
- IDS 304 Peace and Diplomacy
- IDS 305 Chivalry: Medieval and Modern
- IDS 306 Monsters and Demons
- IDS 308 The Baroque World
- IDS 310 Theology of Migrations
- IDS 311 Conflict in the Twentieth Century
- IDS 312 War and Society
- IDS 313 Vikings: History, Literature, and Mythology
- IDS 314 Tibet: Rooftop of the World
- IDS 316 Globalization: East and West
- IDS 318 Wealth and Poverty
- IDS 450 Senior Thesis/Capstone Course
- IDS 490 Internship
- IDS 498 Special Topics

Select any seven (7) courses:

21

- ENG 321 American Poetry
- ENG 324 Modern American Novel
- ENG 326 Southern Literature
- ENG 328 Tennessee Williams
- ENG 335 Multi-Cultural American Literature
- ENG 336 African-American Literature

- HIS 347 Colonial Latin America
- HIS 350 Colonial America
- HIS 354 Civil War and Reconstruction
- HIS 356 America 1900-1945
- HIS 358 America Since 1945
- HIS 360 History of American Business
- HIS 370 American Feminism
- HIS 372 The American South
- HIS 380 Religion in America

Select any four (4) courses:	<b>12</b>
COM 311 Public Relations	
COM 350 Introduction to Television and Film Studies	
COM 360 Intercultural Communications	
COM 370 Media Law and Ethics	
COM 403 Theories of Media and Culture	
POL 368 Public Policy	
POL 385 Constitutional Law	
POL 472 Media and Politics	
SOC 310 Social Inequality: Class, Race, and Gender	
SOC 320 Race Relations	
SOC 340 Gender and Society	

General Electives:	
Select any eight (8) courses in the catalog	<b>24</b>

**Total Hours** **120-121**

Note: It is recommended that majors entering job market after graduation take IDS 490 Internship.

Note: It is recommended that majors going to Graduate School take IDS 450 Senior Thesis/Capstone.

Note: The program requires 48 credit hours at the 300- or 400-level.

### **Humanities Track:**

**General Education Courses** **48-49**

Select four IDS courses from the list below: **12**

IDS 302 Great Books	
IDS 303 The Bible as Literature	
IDS 304 Peace and Diplomacy	
IDS 305 Chivalry: Medieval and Modern	
IDS 306 Monsters and Demons	
IDS 307 Nature and Culture	
IDS 308 The Baroque World	
IDS 309 Teaching and Learning: Education in America	
IDS 310 Theology of Migrations	
IDS 311 Conflict in the Twentieth Century	
IDS 312 War and Society	
IDS 313 Vikings: History, Literature, and Mythology	
IDS 314 Tibet: Rooftop of the World	
IDS 316 Globalization: East and West	
IDS 317 Town and Gown: Local History and Culture	
IDS 318 Wealth and Poverty	
IDS 320 America: Memorials, Monuments, and Cemeteries	
IDS 321 Great American Books	
IDS 450 Senior Thesis/Capstone Course	
IDS 490 Internship	
IDS 498 Special Topics	



**First Discipline:** **18**  
 Select six (6) 300- or 400-level courses in English, History, Religion, Political Science, Sociology, or Communication.

**Second Discipline:** **9**  
 Select three (3) 300- or 400-level courses in a second discipline: Art/Art History, Communication, English, History, Political Science, Religion, or Sociology.

**Third Discipline:** **9**  
 Select three (3) 300- or 400-level courses in a third discipline: Art/Art History, Communication, English, History, Political Science, Religion, Sociology, or three more courses from you primary or secondary discipline.

**General Electives:** **24**  
 Select any eight (8) courses in the catalog.

**Total Degree Credits:** **120-121**

Note: It is recommended that majors entering job market after graduation take IDS 490 Internship.

Note: It is recommended that majors going to Graduate School take IDS 450 Senior Thesis/Capstone.

Note: The program requires 48 credit hours at the 300- or 400-level.

**Comprehensive Track**  
**General Education Courses** **48-49**

Select three IDS courses from the list below: 9

- IDS 302 Great Books
- IDS 303 The Bible as Literature
- IDS 304 Peace and Diplomacy
- IDS 305 Chivalry: Medieval and Modern
- IDS 306 Monsters and Demons
- IDS 307 Nature and Culture
- IDS 308 The Baroque World
- IDS 309 Teaching and Learning: Education in America
- IDS 310 Theology of Migrations
- IDS 311 Conflict in the Twentieth Century
- IDS 312 War and Society
- IDS 313 Vikings: History, Literature, and Mythology
- IDS 314 Tibet: Rooftop of the World
- IDS 316 Globalization: East and West
- IDS 317 Town and Gown: Local History and Culture
- IDS 318 Wealth and Poverty
- IDS 320 America: Memorials, Monuments, and Cemeteries
- IDS 321 Great American Books
- IDS 498 Special Topics

<b>First Discipline:</b> Select three (3) 300- or 400-level courses from a single academic discipline.	<b>9</b>
<b>Second Discipline:</b> Select three (3) 300- or 400-level courses from a second academic discipline.	<b>9</b>
<b>Third Discipline:</b> Select three (3) 300- or 400-level courses from a third academic discipline.	<b>9</b>
<b>Fourth Discipline:</b> Select three (3) 300- or 400-level courses from a fourth academic discipline, or three IDS, or three more courses from the first, third, or fourth discipline.	<b>9</b>
<b>General Electives/Possible Minor:</b> Select any nine (9) courses	<b>27</b>
<b>Total Degree Credits</b>	<b>120-121</b>

Note: It is recommended that majors entering job market after graduation take IDS 490 Internship.

Note: It is recommended that majors going to Graduate School take IDS 450 Senior Thesis/Capstone.

Note: The program requires 48 credit hours at the 300- or 400-level.

## Bachelor of Arts (B.A.) in Religion

Courses	Total Credits Required
<b>Religious Studies Concentration:</b>	
In this concentration, students will focus primarily on Biblical and Christian theological themes along with an in-depth study of one other major world religion.	
General Education Curriculum:	48-50
General Education Courses required in all tracks:	
REL 104 Introduction to Religion	
REL 204 Survey of the Old Testament, or REL 205 Survey of the New Testament	
Major Required Courses:	
Select four courses from the following:	12
REL 300 History of Christianity	
REL 308 World Christianity	
REL 310 Twentieth-Century Christianity	
REL 317 Christian Ethics	
REL 380 Religion in America	
REL 390 Christian Vocation and Service	
Select one course from the following:	3
REL 312 Religion and History in Judaism and Islam	
REL 340 History and Religion in South Asia	
Select four courses from the following:	12
REL 204 or 205 (whichever was not taken to satisfy the general education requirement)	
REL 320 Studies in Pentateuch	
REL 330 Studies in Synoptic Gospels	
REL 334 Life and Letters of Paul	
REL 338 Studies in the Johannine Literature	
Interdisciplinary Studies:	6
Select two upper level IDS courses	
Select one course from the following:	3
REL 450 Senior Thesis	
REL 460 Internship	
General Electives for Religious Studies track:	34-36

Students are strongly encouraged to take upper-level courses as part of their elective hours.

**Total Semester Credits Required in Degree** **120**

All candidates for the Bachelor of Arts degree in the School of Arts and Humanities must present at least 42 credit hours at the 300- or 400-level for graduation. These courses may be taken to satisfy major, minor, general education, and/or elective requirements.

**Christian Vocation – Music Concentration:**

In this concentration, students will focus on the integration of theological studies and music to serve churches in their worship more effectively.

<b>Courses</b>	<b>Total Credits Required</b>
General Education Curriculum:	48-50
General Education Courses required in all tracks: REL 104 Introduction to Religion REL 204 Survey of the Old Testament, or REL 205 Survey of the New Testament	
Major Required Courses:	46
Religion Required Courses:	24
REL 204 or 205 (whichever was not taken to satisfy the general education requirement) REL 390 Christian Service and Vocation REL 460 Internship Select five additional Religion courses	
Music Required Courses:	22
MUS 124 Music Theory I MUS 125 Music Theory II MUS 321 Music History I or MUS 322 Music History II Select any approved 300- 400-level music course	
Primary Applied Instrument – one hour each semester for 4 semesters Secondary Applied Instrument – one hour each semester for 2 semesters Ensemble (4 semesters) *Individual substitutions may be permitted with consultation with Religion Program Coordinator.	
General Electives for Christian Vocation – Music Education Track:	24-26
<b>Total Semester Credits Required in Degree</b>	<b>120</b>

All candidates for the Bachelor of Arts degree in the School of Arts and Humanities must present at least 42 credit hours at the 300- or 400-level for graduation. These courses may be taken to satisfy major, minor, general education, and/or elective requirements.

**Christian Vocation - Religious Education Concentration**

In this concentration, students will focus on the integration of theological studies and education to serve churches in their teaching ministry more effectively.

<b>Courses</b>	<b>Total Credits Required</b>
General Education Curriculum:	48-50
General Education Courses Required in all tracks: REL 104 Introduction to Religion REL 204 Survey of the Old Testament, or REL 205 Survey of the New Testament	
Major Required Courses:	
Religion Required Courses:	24
REL 204 or 205 (whichever was not taken to satisfy the general education requirement) REL 390 Christian Service and Vocation REL 460 Internship Select five additional Religion courses	
Education Required Courses:	18
EDU 225 Lifespan Development from a Multicultural Perspective EDU 230 Common Elements of Differentiated Instruction EDU 318 Motivation and Learning for Diverse Students EDU 329 Teaching in the Inclusion Classroom EDU 325 Differentiated Curriculum and Instruction EDU 440 Spirituality and the Nurturing Classroom Environment (with a required practicum experience)	
General Electives for Christian Vocation – Religious Education Track:	28-30
<b>Total Semester Credits Required in Degree</b>	<b>120</b>

All candidates for the Bachelor of Arts degree in the School of Arts and Humanities must present at least 42 credit hours at the 300- or 400-level for graduation. These courses may be taken to satisfy major, minor, general education, and/or elective requirements.

\* Students in all concentrations will fill out an Exit Interview and present a portfolio.

## Bachelor of Arts (B. A.) in World Languages and Cultures: Spanish Concentration

<b>Courses</b>	<b>Total Credits Required</b>
General Education Curriculum:	48-50
Major Required Courses:	45
200-Level World Languages and Cultures Core:	18
Prerequisites for Upper-Level Spanish Courses	up to 12
Students must either take the prerequisite courses for upper-level courses in Spanish or place out of them by examination.	
SPA 101 Elementary Spanish I (if not used in the general education core)	
SPA 102 Elementary Spanish II (if not used in the general education core)	
SPA 205 Intermediate Spanish I	
SPA 206 Intermediate Spanish II	
Secondary Language Courses:	up to 12
Students must attain elementary proficiency in a second non-English language either by taking classes through the fourth level or by placing out of them by examination.	
FRE 101 Elementary French I (if not used in the general education core)	
FRE 102 Elementary French II (if not used in the general education core)	
FRE 205 Intermediate French I	
FRE 206 Intermediate French II	
Other Suggested Courses:	up to 18
Students who place out of required language courses by examination may fulfill the requirements of this area with the following courses if they are not used to fulfill general education core requirements.	
ART 215 Art History I	
ART 216 Art History II	
ART 298 Special Topics in Art	
ENG 271 World Literature I	
ENG 272 World Literature II	
ENG 298 Special Topics in English	
HIS 210 World Geography	
HIS 298 Special Topics in History	
SOC 200 Global Social Problems	
300- to 400-Level Spanish Core	24

Proficiency in Spanish (Domain One):	9
SPA 301 Practical Conversation	
SPA 302 Spanish Composition	
SPA 315 Survey of Spanish Linguistics	
Spanish Cultural Knowledge: Literature (Domain Two):	6
SPA 320 Survey of Spanish Peninsular Literature	
SPA 321 Survey of Spanish-American Literature	
SPA 498 Special Topics in Spanish (on a literary topic)	
SPA 499 Independent Study in Spanish (on a literary topic)	
Spanish Cultural Knowledge: Other (Domain Two):	6
SPA 310 Spanish for Business	
SPA 325 Spanish Civilization and Culture	
SPA 326 Spanish-American Civilization and Culture	
SPA 498 Special Topics in Spanish (on a relevant topic)	
SPA 499 Independent Study in Spanish (on a relevant topic)	
Senior Capstone	3
SPA 490 Senior Capstone	
Secondary Language Cultural Knowledge:	3
Any 300- or 400-level French course	
General Electives	25-27
<b>Total Semester Credits Required in Degree</b>	<b>120</b>

All candidates for the Bachelor of Arts degree in the School of Arts and Humanities must present at least 42 credit hours at the 300- or 400-level for graduation. These courses may be taken to satisfy major, minor, general education, and/or elective requirements.

### **Cultural Praxis:**

For graduation, students should demonstrate close familiarity with the culture and daily lives of people who speak the primary target language. This familiarity should be fulfilled by participating in a study-abroad program for at least one semester.

However, students who are unable to spend a semester abroad may substitute one of the following experiences to fulfill the cultural praxis requirement:

- Having lived as an adult over an extended period of time in a country whose primary language and culture are those being emphasized by the primary target language track.
- Living and working in a local heritage community over an extended period of time.
- Participating in and completing significant cultural learning scenarios (service learning projects, international experiences of duration less than a semester, local heritage community experiences of short duration, or Internet and mass media projects).

In all cases, the substitution must be approved by the Dean of Arts and Humanities.

## Bachelor of Science (B.S.) in English/Language Arts Education

Courses	Total Credits Required
General Education Curriculum:	48
Any Lab Science Course	
Arts Experience Course	
COM 108 Communicating Effectively	
ENG 101 Composition	
ENG 102 Composition and Literature	
ENG 271 World Literature I or ENG 272 World Literature II	
FYS 101 Seminar in Critical Thinking	
HIS 111 Western Civilization I, HIS 112 Western Civilization II, HIS 120 World History I, or HIS 121 World History II	
HIS 251 US History I, or HIS 252 US History II	
MAT 102 College Algebra	
PED 100 Fitness for College and Life (2) or PED 200 Lifetime Fitness and Wellness (for students age 21 and older) (4)	
EDU 164 Values, Character, and Leadership Development	
PSY 101 Introduction to Psychology	
REL 104 Introduction to Religion, REL 204 Survey of the Old Testament, or REL 205 Survey of the New Testament	
SOC 105 Introduction to Sociology	
SPA 101 Elementary Spanish I	
PSOE English/Language Arts Education Curriculum	
Major Field Courses:	6
EDU 225 Lifespan Development from a Multicultural Perspective	
EDU 230 Common Elements of Differentiated Instruction	
Teaching Field Courses:	36
EDU 325 Differentiated Curriculum and Instruction	
ENG 203 British Literature I or ENG 204 British Literature II	
ENG 223 American Literature I or ENG 224 American Literature II	
Note: One of the British/American Literature survey courses above must cover material prior to 1800.	
ENG 240 Introduction to Critical Analysis	
ENG 303 Shakespeare	
EDU 325 Differentiated Curriculum and Instruction	
ENG 340 Teaching Grammar in the Context of Writing or ENG 342 Advanced Grammar	
ENG 343 Introduction to Language and Linguistics or ENG 345 History of the English Language	
Select one course from the following:	
ENG 306 The Romantic Age	
ENG 307 The Victorian Age	



ENG 323 Romanticism, Realism, Naturalism in American Literature  
ENG 326 Southern Literature  
ENG 376 Modernism  
or any other 300- or 400-level course after 1800

Select one course from the following:

ENG 300 Medieval British Literature  
ENG 308 Restoration and Eighteenth Century Literature  
ENG 372 Renaissance Literature  
or any other 300- or 400-level course before 1800

Select one course from the following:

ENG 341 Literary Genres and Critical Approaches  
ENG 498 Special Topics in English  
or any other 400-level critical analysis course

Select any one genre course from the following:

ENG 312 The British Novel  
ENG 321 American Poetry  
ENG 324 Modern American Novel  
ENG 360 Dramatic Literature  
ENG 377 Studies in Poetry

Select one of the following multi-cultural courses:

ENG 335 Multi-Cultural American Literature  
ENG 336 African-American Literature  
ENG 371 Global Literature in Translation

Select one of the following creative writing courses:

ENG 280 Introduction to Creative Writing  
ENG 383 Literary Editing and Publishing  
ENG 386 Poetry Writing  
ENG 387 Creative Non-fiction  
ENG 388 Script Writing  
ENG 389 Fiction Writing

Professional Sequence Courses:

33

EDU 327 Differentiated Instruction and Assessment  
EDU 329 Teaching in the Inclusive Classroom  
EDU 350 Strategic Reading in the Secondary Classroom  
EDU 384 Differentiation Through Technology  
EDU 399 Clinical Practice: Reading and Writing in the Content Areas for Diverse Learners  
EDU 440 Clinical Practice: Spirituality and the Nurturing Classroom  
EDU 470 Clinical Practice: English/Language Arts  
EDU 494 Clinical Residency with Seminars: English/Language Arts (12)

**Total Semester Credits Required in Degree**

**126**

## Bachelor of Science (B.S.) in History Education

Courses	Total Credits Required
General Education Curriculum:	54-55
Arts Experience Course	
COM 108 Communicating Effectively	
EDU 164 Values, Character, and Leadership Development	
ENG 101 Composition	
ENG 102 Composition and Literature	
English Course	
FYS 101 Seminar in Critical Thinking	
HIS 120 World Civilization I	
HIS 121 World Civilization II	
HIS 251 US History I	
HIS 252 US History II	
MAT 103 Introduction to Statistics	
PED 100 Fitness for College and Life (2) or PED 200 Lifetime Fitness and Wellness (for students age 21 and older) (4)	
PSY 101 Introduction to Psychology	
Religion Course	
Science Course	
Science Lab	
SPA 101 Elementary Spanish I	
History Education Curriculum:	
Major Field Courses:	9
EDU 225 Lifespan Development from a Multicultural Perspective	
EDU 230 Common Elements of Differentiated Instruction	
EDU 325 Differentiated Curriculum and Instruction	
Teaching Field Courses:	30
HIS 210 World Geography - <i>required</i>	3
Four United States History Courses	
Five European or World History Courses	
Professional Sequence	30
EDU 327 Differentiated Instruction and Assessment	
EDU 329 Teaching in the Inclusion Classroom	
EDU 384 Differentiation through Technology	
EDU 399 Clinical Practice: Reading and Writing in the Content Areas for Diverse Learners	
EDU 440 Clinical Practice: Spirituality and the Nurturing Classroom	
EDU 473 Clinical Practice: History	

EDU 493 Clinical Residency with Seminars: History

12

**Total Semester Credits Required in Degree**

**123-124**

## Arts and Humanities Minors

### Courses

### Total Credits Required

#### Art History Minor

18

ART 215 Art and Architecture from the Prehistoric to the Renaissance  
 ART 216 Art and Architecture from the Renaissance through the Modern  
 ART 316 Survey of Indigenous Arts of the Americas  
 ART 317 Survey of American Art  
 ART 318 Survey of Modern Art  
 ART 319 Survey of Folk and Outsider Art  
 ART 499 Independent Study

#### Communication and Media Studies Minor

15

COM 202 Media and Culture  
 COM 250 Introduction to Digital Storytelling  
 Two 200- or 300-level COM courses  
 One 400-level COM course

#### Creative Writing Minor

15

Students must select five courses (15 credit hours) from the following list:

ENG 280 Introduction to Creative Writing  
 ENG 386 Poetry Writing  
 ENG 387 Creative Nonfiction  
 ENG 388 Scriptwriting  
 ENG 389 Fiction Writing  
 ENG 450 Senior Thesis (Creative Writing option)

#### Digital Film and Video Minor

15

COM 202 Media and Culture  
 COM 207 Screenwriting  
 COM 250 Introduction to Digital Storytelling

Select one:

COM 220 Audio Design, COM 251 Cinematography, COM 307, COM 310 Digital Video Editing or  
 COM 415 Directing and Producing

One 400-level COM course

**Digital Media Arts Minor****18**

Select three courses from the following:

ART 100 Introduction to Drawing  
ART 120 Two-Dimensional Design  
ART 121 Three-Dimensional Design  
ART 201 Advanced Drawing  
ART 215 Art and Architecture from the Prehistoric to the Renaissance  
ART 216 Art and Architecture from the Renaissance through the Modern  
ART 260 Introduction to Black and White Photography  
ART 261 Introduction to Digital Photography  
ART 308 Digital Art I  
ART 309 Digital Art II  
ART 362 Digital Motion Media  
COM 202 Media and Culture  
COM 306 Integrated Storytelling

Select two courses from the following:

COM 250 Introduction to Digital Storytelling  
COM 251 Cinematography  
COM 306 Integrated Storytelling  
COM 325 Web and Interactive Media Design I  
COM 326 Web and Interactive Media Design II  
COM 350 Introduction to Television and Film Studies  
COM 403 Theories of Media and Visual Culture  
COM 490 Transmedia Storytelling: Capstone Seminar Course

**Digital Storytelling Minor****15**

COM 202 Media and Culture  
COM 207 Screenwriting  
COM 250 Introduction to Digital Storytelling

Select from:

COM 220 Audio Design  
COM 251 Cinematography  
COM 307 Broadcast Journalism,  
COM 310 Digital Video Editing, or COM 415 Directing and Producing

One 400-level COM course

**English Minor****15**

The minor in English allows students with another major to pursue their love of literature and to develop strong writing abilities and analytical skills. In the English minor, students must take a total of 15 credit hours in English: ENG 240 Introduction to Critical Analysis and four 300- or 400-level English courses.

**French Minor****12-18****Prerequisite Courses for the Minor****0-6**

(The student may place out of this requirement by demonstrating proficiency through an examination.)

FRE 205 Intermediate French I

FRE 206 Intermediate French II

**Minor Electives****12**

Select four courses from the following:

FRE 301 Practical Conversation

FRE 302 Grammar and Composition

FRE 320 Introduction to France and la Francophonie I

FRE 321 Introduction to France and la Francophonie II

FRE 499 Independent Study in French

**Gender Studies Minor****12**

To complete a Gender Studies minor, a student must complete any four of the courses listed below or any course approved by the Interdisciplinary Studies Coordinator or the Dean of the School of Arts and Humanities, with a *C* or better. No more than one course may be at the 200-level, and courses chosen must represent at least two different disciplines. These courses are in addition to any courses taken to fulfill the requirements of the General Education Core or the student's major.

COM 498 Special Topics

ENG 298/498 Special Topics (e.g. Emily Dickinson)

ENG 371 The Rise of the Woman Writer

ENG 450 Senior Thesis

HIS 377 American Feminism

HIS 380 Topics in Women's History

HIS 392 Children and Childhood

IDS 301 Interdisciplinary Topics (when relevant)

IDS 450 Senior Thesis

PSY 498 Special Topics

SOC 310 Social Inequality: Class, Race, Gender

SOC 330 Gender and Society

SOC 340 Marriage and Family

SOC 345 Parenting Roles: Mothering and Fathering

SOC 380 Family Violence

**Global Communication Minor****15**

COM 202 Media and Culture

COM 360 Intercultural Communication or COM 365 Global Media

Select one from:

COM 365 Global Media  
COM 398 Special Topics in Global/Intercultural Communication  
SOC 300 Global Social Problems  
SOC 310 Social Inequality: Class, Race, and Gender  
SOC 320 Race and Ethnic Relations  
SOC 330 Gender and Society  
SSC 495 Diverse Peoples  
A foreign language or study abroad course  
One 400-level COM course

### **Graphic Design Minor**

**21**

ART 120 Two Dimensional Design  
ART 308 Digital Art I  
ART 309 Digital Art II

Students may select 12 hours from the following courses. Six hours must be from 300-level courses.

ART 100 Introduction to Drawing  
ART 231 Printmaking Fundamentals  
ART 260 Black and White Photography  
ART 261 Digital Photography  
ART 362 Digital Motion Media  
ART 365 Alternative Photography Mixed Media  
COM 310 Digital Video Editing  
COM 325 Web and Interactive Media  
COM 326 Web Media II

### **History Minor**

**12**

The minor in History allows students to feed their curiosity about the past and hone their analytical skills while pursuing a different major. In order to complete the Minor in History, a student must pass, with a C or better, four courses in History at the 300 or 400 level. These courses are in addition to any History courses taken to fulfill the requirements of the General Education Core.

#### **Western and American History**

Select up to three:

HIS 300 History of Christianity  
HIS 302 Ancient Civilizations  
HIS 305 Medieval Europe  
HIS 306 Renaissance and Reformation  
HIS 310 Taste and Tumult: Europe in the Eighteenth Century

HIS 320 Nineteenth-Century Europe  
HIS 323 History of Ireland  
HIS 324 Europe in the Twentieth Century  
HIS 328 Modern Germany  
HIS 338 History of Science



- HIS 350 Colonial and Revolutionary America
- HIS 354 Civil War and Reconstruction
- HIS 356 America from 1900-1945
- HIS 358 America since 1945
- HIS 360 History of American Business
- HIS 362 Public History
- HIS 372 American South
- HIS 374 History of Georgia
- HIS 377 American Feminism
- HIS 380 Religion in America
- HIS 392 Children and Childhood
- HIS 498 Special Topics in Western or American History

### **Non-Western History**

Select one or more:

- HIS 312 History of Judaism and Islam
- HIS 334 History of Eastern Europe
- HIS 340 History and Religion of South Asia
- HIS 342 History of East Asia
- HIS 346 History of Africa
- HIS 347 History of Colonial Latin America
- HIS 348 History of Modern Latin America
- HIS 370 History of Native Americans
- HIS 390 Topics in Women's History
- HIS 498 Special Topics in Non-Western History

Note: A student may not take all four courses with the same professor. A student may count only one History 498 toward fulfilling the requirements for a minor in History.

### **Interdisciplinary Studies Minor**

**15**

The Interdisciplinary Studies Minor permits students who have already selected a Major to pursue an interdisciplinary focus within the Humanities, taking both traditional disciplinary courses and interdisciplinary studies (IDS) courses, which further develop their writing, verbal, and research skills, and their analytical abilities. To complete an Interdisciplinary Studies Minor, students must take, and pass with a *C* or better, two IDS courses (in addition to any IDS courses taken to fulfill the requirements of the student's Major) and three courses from among the English, History, and Religion upper-level offerings (in addition to upper-level courses taken to fulfill the requirements of the student's Major) for a total of five courses or 15 credit hours.

Requirements:

- |   |   |
|---|---|
| IDS 302 – 321 (any two courses)                             | 6 |
| Interdisciplinary Topics (two courses)                      | 6 |
| Any three ENG, HIST or REL courses at the 300- or 400-level | 9 |

**International Studies Minor****12**

To obtain an International Studies minor, a student must complete any four of the courses listed below or any course approved by the Interdisciplinary Studies Coordinator or the Dean of the School of Arts and Humanities, with a *C* or better. No more than one course may be at the 200-level, and courses chosen must represent at least two different disciplines. These courses are in addition to any courses taken to fulfill the requirements of the General Education Core or the student's major.

COM 360 Intercultural Communication  
 COM 498 Special Topics (e.g. Media and Globalization, World Cinema)  
 HIS 210 World Geography  
 HIS 312/REL 312 Religion and History of Judaism and Islam  
 HIS 324 Europe in the Twentieth Century  
 HIS 328 History of Germany  
 HIS 334 History of Eastern Europe  
 HIS 340/REL 340 History and Religion of South Asia  
 HIS 342 History of East Asia  
 HIS 346 History of Africa  
 HIS 347 History of Colonial Latin America  
 HIS 348 History of Modern Latin America  
 HIS 370 History of Native Americans  
 POL 301 International Politics  
 POL 311 Comparative Politics  
 REL 308 World Christianity

**Media Writing Minor****15**

COM 202 Media and Culture

Three courses selected from:

COM 206 Feature Writing  
 COM 207 Screenwriting  
 COM 304 Advanced Multimedia Workshop  
 COM 306 Integrated Storytelling  
 COM 340 Strategic Writing  
 COM 350 Introduction to Television and Film Studies  
 One 400-level COM course

**Museum Studies Minor****18**

HIS 362 Introduction to Public History  
 OR  
 IDS 330 Introduction to Museum Studies

IDS 331 Museum Components  
 IDS 332 Museums and the Public  
 OML 400 Non-Profit Organization Management and Leadership

**Internship****3**

Select one of the following:

- HIS 490 Internship
- IDS 490 Internship
- COM 407 Internship
- BIO 490 Internship in Biology

(Note: A student may take up to 6 hours of internship, in which case 3 hours will apply to major electives)

**Major Electives:****3**

- COM 250 Introduction to Digital Storytelling
- COM 306 Integrated Multimedia Storytelling
- COM 311 Public Relations Practices
- COM 325 Web and Interactive Media Design
- COM 360 Intercultural Communications
- HIS 362 Introduction to Public History (if not counted above)
- HIS 370 Native Americans
- IDS 307 Nature and Culture
- IDS 317 Town and Gown: Local History and Culture
- IDS 320 America: Memorials, Monuments, and Cemeteries
- IDS 330 Introduction to Museum Studies (if not counted above)
- IDS 333 Folklore/Oral History

**Religion Minor****18**

General Education:

- REL 104 Introduction to Religion
- REL 204 Survey of Old Testament, or REL 205 Survey of the New Testament
- Any four courses in religion beyond the General Education Requirements

**Spanish Minor****18**

Minor Required Courses:

- SPA 205 Intermediate Spanish I\*
- SPA 206 Intermediate Spanish II\*
- \*Students may exempt these courses by instructor-approved placement.

Electives:

Select four courses from the following:

- SPA 301 Practical Conversation
- SPA 302 Spanish Composition
- SPA 310 Spanish for Business
- SPA 315 Survey of Spanish Linguistics
- SPA 320 Survey of Spanish Peninsular Literature
- SPA 321 Survey of Spanish-American Literature
- SPA 325 Spanish Civilization and Culture
- SPA 326 Spanish-American Civilization and Culture
- SPA 490 Senior Capstone
- SPA 498 Special Topics in Spanish

SPA 499 Independent Study in Spanish

**Strategic Communication Minor**

**15**

COM 202 Media and Culture  
COM 206 Feature Writing or COM 340 Strategic Writing  
COM 311 Public Relations Practices  
COM 312 Advertising Principles  
One 400-level COM course

**Studio Art Minor**

**21**

ART 100 Introduction to Drawing  
ART 120 Two-Dimensional Design or ART 121 Three-Dimensional Design  
\*These courses are prerequisites for the other courses taken in minor.

Students may select 15 hours from the following courses. Six hours must be from 300-level courses.

ART 220 Introduction to Painting  
ART 231 Printmaking Techniques  
ART 250 Ceramics I  
ART 260 Introduction to Black and White Photography  
ART 261 Digital Photography  
ART 320 Introduction to Painting in Oil Media  
ART 340 Sculpture: Multimedia  
ART 350 Ceramics II  
ART 365 Alternative Photography Mixed Media



Jacob P. Harney, Ph.D., Interim Dean  
 Office: Lawson 218  
 Telephone: 770-720-9102 Fax: 770-720-5602  
 E-mail: [JPH@reinhardt.edu](mailto:JPH@reinhardt.edu)  
 Website : <http://www.reinhardt.edu/mccamish>

# McCamish School of Business and Sport Studies

## Mission

The McCamish School of Business endeavors to provide a comprehensive business education to students in a variety of business programs, in accordance with the established objectives of Reinhardt University. An appreciation of learning and of serving others is fostered in the McCamish School of Business, as students are prepared for a diverse world in which they may join large multinational corporations, manage and/or own a small business, or pursue graduate education. Emphasis is placed upon professional preparation, within the context of the liberal arts tradition of preparing the whole person for a diversity of roles in life.

## Faculty

- Peter J. Bromstad, M.B.A., *Accounting*
- Diane Petty Cagle, M.B.A., *Program Coordinator for the On-Line BBA Program, Program Coordinator for Organizational Management and Leadership*
- Charles Campbell, Ph.D., *Business*
- Tony Daniel, Ph.D., *Business*
- Dana Hall, Ph.D., *Program Coordinator for Master of Business Administration*
- Melissa Hickman, D.B.A., CPA, *Program Coordinator for Undergraduate Business Program*
- Kelley R. Horton, M.Ed., *Sport Studies*
- Cynthia H. Moss, M.B.A.
- Joseph W. Mullins, Ph.D., *Program Coordinator for Sport Studies, Program Coordinator of the Master of Science in Sport Administration and Leadership*
- Krista Mullins, M.S., *Sport Studies*

## Special Features and Activities

- Phi Beta Lambda (PBL): The college version of Future Business Leaders of America. The mission of PBL is "to bring business and education together in a positive working relationship through innovative leadership and career development programs." Students have the opportunity to compete at the district, state, and national competitions in a variety of business and career related topics. Students will also have the opportunity to complete a service project annually, as well as other activities that lead to individual and chapter recognition and awards. There are membership dues that go to state and national PBL. Students can also do fundraiser as a group to pay for competition and travel.
- Sigma Beta Delta: An international honors society for Business, Management, and Administration
- Business community: There are opportunities for internships and class-sponsored service learning experiences in real businesses.

## Degree Programs

The McCamish School of Business offers the Bachelor of Science degree in Business Administration on the Main Campus only, with the following concentrations:

- Accounting
- General Business
- Management
- Marketing
- Sport Studies

The McCamish School of Business also an online Bachelor of Business Administration, and an online Associate of Business Administration. A Master of Business Administration (M.B.A.) is also available. Refer to the Graduate Academic Catalog for information.

These degree programs are offered at Reinhardt University extended sites.

### **Adult and Online Degree Completion Programs:**

#### **Online Bachelor of Business Administration**

The Online Bachelor of Business Administration (BBA) degree completion program has been designed for mid-career working professionals, executives, administrators, managers, and business owners or entrepreneurs with a minimum of one year of college course work in general education and business administration or a related discipline (30 semester credits). Course work within the degree program includes business essentials, communications and culture, strategic marketing, human resource management, economics and forecasting, accounting and finance, ethical and legal issues, and special topics in business administration.

#### **Admission requirements**

Admission requirements for the online Bachelor of Business Administration program can be found in the Admissions Policies and Procedures section, on page D-6.

### **Associate of Business Administration Online Degree Program**

#### **Mission**

The McCamish School of Business endeavors to provide a comprehensive business education to students in a variety of business programs, in accordance with the established objectives of Reinhardt University. An appreciation of learning and of serving others is fostered in the McCamish School of Business, as students are prepared for a diverse world in which they may join large multinational corporations, manage and/or own a small business, or pursue graduate education. Emphasis is placed upon professional

preparation, within the context of the liberal arts tradition of preparing the whole person for a diversity of roles in life.

#### **Student Learning Outcomes**

Students who complete the ABA program will be able to:

1. Analyze business situations using information and logic to make recommendations for problem solving and decision making (Critical Thinking, Analytical, and Problem Solving Skills).
2. Use team building and collaborative behaviors in the accomplishment of group tasks and communicate effectively problem alternatives considered, recommend a solution, and an implementation strategy in oral, written, and electronic form (Interpersonal, Teamwork, Leadership, and Communication Skills).
3. Recognize and analyze ethical dilemmas and propose resolutions for practical business situations (Ethical Issues and Responsibilities).
4. Apply best practices, established theories, and managerial skills to business situations and problems (Business Skills and Knowledge).
5. Develop awareness of and analyze global and multicultural issues as they relate to business (Awareness of Global and Multicultural Issues).

#### **Assessment**

Success in achieving the objectives in the Associate of Business Administration program will be measured in the following ways:

- Completion of each course in the major with a grade of C or better.
- Completion of an exit survey.

#### **Program Overview**

The Associate of Business Administration degree program is designed for mid-career, working professionals, executives, administrators, managers, and business owners and entrepreneurs who want to build a solid foundation of business course work that can potentially be merged into a Bachelor of Business administration degree. Course work within the degree program includes general education core and business courses and is designed to provide students with the

foundational classes needed to transfer into the Online Bachelor of Business Administration.

Designed for working adults, this program moves the student through at a pace designed for someone with a full time job but who wants to complete their degree in a timely fashion. Courses are developed and taught by leaders in the business field. Not only is the student provided with current theory and practice, but the student will also learn from the instructors' real-life experiences.

### **Admission Requirements**

Admission requirements for the Associate of Business Administration program can be found in the Admissions Policies and Procedures section, on page D-6.

### **Program Format**

New students are accepted into the Associate of Business Administration program every eight weeks. Each Fall and Spring semester consists of sixteen weeks and is divided into two eight-week sessions. Summer semester is 14 weeks and is divided into two seven-week sessions. Students will take two classes each session for a total of four classes (12 semester credits) per semester.

The 60 Hour ABA Degree Program can be completed in as little as five semesters by taking 12 credit hours per semester. Up to 30 semester hours of transfer credit can be applied to this degree program. Courses will be taught utilizing Canvas and Eagle Web learning platforms.

Textbooks for some classes will be included in the cost of tuition and will be available to the student in an e-book format. Some courses will require the student to purchase a textbook or software.\* In these cases, students can order books online through the Reinhardt University Bookstore.

\*Most courses with a prefix of BUS or MAT require a purchase of software.

### **Sport Studies Program**

The Sport Studies program with its multiple career options leads to a Bachelor of Science degree. The program provides study that is

interdisciplinary in nature, flexible with regard to scheduling and experiential learning, and designed to meet individual career aspirations and learning styles. Students must choose and complete a Minor in a separate academic discipline of interest. Students should contact the Sport Studies Program Coordinator or the Dean of the McCamish School of Business for updates regarding future development of new Sport Studies career options. A 6-12-credit internship in a sport-related agency is required as a capstone experience during the last semester of the program.

### **Mission**

The mission of the Sport Studies program is to develop graduates with a broad cultural perspective of sport, practical skills suitable for employment in sport-related settings, and ethical and moral characteristics suitable for assuming leadership roles in contemporary society.

### **Student Learning Outcomes**

Students graduating with a degree in Sport Studies should be able to:

- Communicate effectively in academic courses and internship/practicum placements as evidenced by written, spoken, and visual examples.
- Exhibit personal integrity and leadership skills as evidenced by documented experiences in academic courses and internship/practicum placements.
- Recognize moral and ethical issues associated with sport (from contemporary and historical perspectives).
- Analyze social, cultural, and historical factors influencing the development of sport organizations, and the decision-making processes for sport leaders in those organizations.
- Work collaboratively and in leadership roles in a sport-related professional career setting.

### **Academic Quality in Sport Studies**

While completing the program and determining eligibility for graduation, students should note that core courses taken in the major, career option courses, and elective courses must have a C or

better. Courses with a *D* must be retaken and a grade of *C* or better achieved.

### **Sport Studies Internship Admission Requirements**

Students majoring in Sport Studies, in addition to possessing a 2.0 GPA or better, may be admitted to the SSP 480 Sport Studies Internship when the following conditions are met:

1. All General Education Curriculum courses have been completed with a *C* or better in ENG 101 and ENG 102.

2. All Sport Studies Core courses for both options are completed with a *C* or better.

3. All Minor requirements are completed with a *C* or better.

4. The Internship Application is completed, submitted, reviewed, and approved by the Program Coordinator no later than the semester preceding the desired internship.



## **Bachelor of Science (B.S.) in Business Administration**

### **Concentrations: Accounting – General Business – Management - Marketing**

The Bachelor of Science in Business Administration (B.S.B.A) is designed for students who want to major in business and concentrate in accounting, entrepreneurship, general business, or management. These concentrations prepare students for various positions in companies of all sizes and for graduate school. Each separate concentration provides more specific preparation, dependent upon students' career aspirations.

#### **Student Learning Outcomes**

Students who complete the Bachelor of Science (B.S.) in Business Administration program will be able to:

1. Analyze business situations using information and logic to make recommendations for problem solving and decision making (Critical Thinking, Analytical, and Problem Solving Skills).
2. Use team building and collaborative behaviors in the accomplishment of group tasks and communicate effectively problem alternatives considered, recommend a solution, and an implementation strategy in oral, written, and electronic form (Interpersonal, Teamwork, Leadership, and Communication Skills).
3. Recognize and analyze ethical dilemmas and propose resolutions for practical business situations (Ethical Issues and Responsibilities).
4. Apply best practices, established theories, and managerial skills to business situations and problems (Business Skills and Knowledge).
5. Develop awareness of and analyze global and multicultural issues as they relate to business (Awareness of Global and Multicultural Issues).

<b>Courses</b>	<b>Total Credits Required</b>
<b>General Education Curriculum:</b>	<b>45-46</b>
BUS 290 Legal and Ethical Environment of Business	3
100-200 Business Core	15
BUS 150 Basic Computer Applications	
BUS 201 Principles of Accounting I (Financial)	
BUS 202 Principles of Accounting II (Managerial)	
BUS 205 Principles of Economics (Micro)	
BUS 206 Principles of Economics (Macro)	
300-400 Business Core	21
BUS 300 Business Communication	
BUS 301 Principles of Management	
BUS 302 Principles of Marketing	
BUS 303 Principles of Finance	
BUS 305 Personal Finance	
BUS 330 Statistics for Business Problem-Solving	
BUS 460 Strategic Management	

Concentration 36  
 Note: Select one of the following four (4) concentrations. Each option requires 30 semester credits.

All General Electives must be approved by a McCamish School of Business advisor.

**Total Semester Credits Required in Degree 120-121**

### **Accounting (Concentration)**

The accounting concentration provides the conceptual foundation and basic skills to begin a career in an accounting practice. Accounting provides the information necessary to help business owners, managers, and employees interpret operating results, take appropriate action from an operating perspective, and plan for the future.

**Required Accounting Courses 27**

- BUS 350 Governmental and Nonprofit Accounting
- BUS 371 Financial Accounting I
- BUS 372 Financial Accounting II
- BUS 378 Accounting Information System
- BUS 471 Cost Accounting
- BUS 474 Income Tax Accounting for Individuals
- BUS 475 Taxation of Business Entities
- BUS 477 Auditing
- BUS 478 Advanced Accounting

**General Electives 9**

**Semester Credits for Accounting 36**

### **General Business (Concentration)**

The general business concentration provides students a broad curriculum in accounting, economics, finance, information systems, management, and marketing. Students have the flexibility to tailor their study to a specific area of interest.

**Courses Total Credits Required**

Select seven (7) Reinhardt University BUS courses and/or seven (7) BUS courses transferred from other post-secondary institution(s). Credit by experiential learning can be used, with approval of a McCamish School of Business advisor.) **21**

### **Business Electives:**

These 15 hours may be business and/or non-business, with approval of advisor. **15**

**Semester Credits for General Business 36**

**Management (Concentration)**

The management concentration equips students to communicate successfully, think creatively, and adapt to the uncertainties of business fluctuations to meet the challenges of a complex and global business environment. Students study how organizations and people interact; how to lead, motivate, and manage a company's organizational resources; and how to make sound management decisions.

**Required Management Courses** **12**

BUS 307 Organizational Behavior  
BUS 407 International Business  
BUS 422 Human Resource Management  
BUS 453 Business Research

**Management Electives** **9**

BUS 400 eCommerce  
BUS 401 Seminar in Public Policy  
BUS 409 Project Management  
BUS 445 Sales Management  
BUS 447 Services Marketing  
BUS 451 Marketing Management

**General Electives** **15****Semester Credits for Management** **36****Marketing (Concentration)**

The marketing concentration prepares students for careers as sales and marketing professionals. Students study domestic and global demand patterns, pricing, promotions, consumer and market research, professional selling, electronic marketing methods, and marketing strategy.

**Required Marketing Courses** **12**

BUS 400 e-Commerce  
BUS 451 Marketing Management  
BUS 452 Buyer Behavior  
BUS 453 Business Research

**Marketing Electives** **9**

BUS 407 International Business  
BUS 441 Business Logistics and Operations  
BUS 445 Sales Management  
BUS 446 Personal and Professional Selling  
BUS 447 Services Marketing  
COM 311 Public Relations Practices  
COM 312 Advertising Principles

<b>General Electives</b>	<b>15</b>
<b>Semester Credits for Marketing</b>	<b>36</b>

## Business Administration Minors

To complete a minor in the following options, a student must achieve a grade of *C* or better in each course.

Courses	Total Credits Required
<b>Accounting Minor (Not open to Business Majors)</b>	<b>18</b>
BUS 201 Principles of Accounting I (Financial)	
BUS 202 Principles of Accounting II (Managerial)	
BUS 371 Accounting I	
BUS 372 Accounting II	
Select two additional courses from the Accounting Concentration	
<b>Business Minor (Not open to Business Majors)</b>	<b>15</b>
BUS 150 Basic Computer Applications	
BUS 205 Principles of Economics (Microeconomics)	
BUS 301 Principles of Management	
BUS 302 Principles of Marketing	
BUS 305 Issues in Personal Financial Management	
<b>Healthcare Administration (Open for Business Majors)</b>	<b>15</b>
HCA 301 Advanced Medical Terminology for Healthcare Administrators	
HCA 400 Health Information for Healthcare Administration	
HCA 406 Healthcare Quality Management and Assessment	
Select one course of the following group:	3
HCA 402 Principles of Patient Safety and Infection Prevention	
HCA 403 Public Health Administration	
HCA 404 Supply Chain Management in Healthcare Organizations	
Select one course from the following group:	3
HCA 306 The Economics of Healthcare	
HCA 405 Impact of Regulatory Policy on Healthcare	
<b>Management Minor (Not open to Business Majors)</b>	<b>18</b>
BUS 301 Principles of Management	
BUS 302 Principles of Marketing	
BUS 307 Organizational Behavior	
BUS 407 International Business	
BUS 451 Marketing Management	

**Marketing Minor (Not open to Business Majors)****15****Required:**

BUS 302 Principles of Marketing

**Electives:**

Select 6 hours from Required Marketing Courses:

BUS 400 eCommerce, BUS 451 Marketing Management, BUS 452 Buyer Behavior, BUS 453  
Business Research

Select 6 hours from Marketing Electives:

BUS 407 International Business, BUS 441 Production and Operations Management, BUS 445 Sales  
Management, BUS 446 Personal Selling, BUS 447 Services Marketing, COM 311 Public Relations  
Practices, COM 312 Advertising Principles

## Bachelor of Business Administration (B.B.A.) - Online

### Student Learning Outcomes

Students who complete the Bachelor of Business Administration program will be able to:

1. Analyze business situations using information and logic to make recommendations for problem solving and decision making (Critical Thinking, Analytical and Problem Solving Skills).
2. Use team building and collaborative behaviors in the accomplishment of group tasks and communicate effectively problem alternatives considered, recommend a solution and an implementation strategy in oral, written, and electronic form (Interpersonal, Teamwork, Leadership, and Communication Skills).
3. Recognize and analyze ethical dilemmas and propose resolutions for practical business situations (Ethical Issues and Responsibilities).
4. Apply best practices, established theories, and managerial skills to business situations and problems (Business Skills and Knowledge).
5. Develop awareness of, and analyze, global and multicultural issues as they relate to business (Awareness of Global and Multicultural Issues).

<b>Courses</b>	<b>Total Credits Required</b>
<b>General Education Curriculum</b>	<b>42</b>
English	6
Communication	3
Math (MAT 102 College Algebra, or higher)	3
Natural Science	3
Social/Behavioral Science	3
Humanities	6
Values/Ethics	3
General Education Electives from any of the above categories	12
Computer Applications	3
Free electives	27
<b>Major Required Courses:</b>	<b>51</b>
RHU 101 Online Learning Seminar	3
BBA 310 Business Essentials	3
BBA 315 Business and Society	3
BBA 320 Communication and Culture	3
BBA 325 Leadership	3
BBA 330 Human Resource Management	3
BBA 335 Crisis Management	3
BBA 340 Marketing	3
BBA 345 Consumer Behavior	3
BBA 420 Economics and Forecasting	3
BBA 425 Management Information Systems	3
BBA 430 Accounting and Finance	3
BBA 435 Personal Finance	3
BBA 440 Ethics and Values	3
BBA 445 Legal Environment of Business	3

---

BBA 450 Strategy and Managerial Decision-Making	3
BBA 455 Global Managerial Leadership	3
<b>Total Semester Credits for the Degree</b>	<b>120</b>

\*While enrolled in BBA online courses, students cannot take additional courses during the first semester, and only with approval of the Program Coordinator and/or Dean in subsequent semesters.



## Associate of Business Administration Degree (A.B.A.) Online

Degree Requirements:

<b>Courses</b>	<b>Total Credits Required</b>
<b>Major Required Courses:</b>	<b>18</b>
BUS 101 Introduction to Business	
BUS 103 Foundations of Research	
BUS 201 Principles of Accounting I (Financial)	
BUS 202 Principles of Accounting II (Managerial)	
BUS 205 Principles of Economics (Microeconomics)	
RHU 101 Online Learning Seminar	
<b>Courses</b>	<b>Total Credits Required</b>
<b>General Education Curriculum</b>	<b>42</b>
English	6
Communication	3
Math (MAT 102 College Algebra, or higher)	3
Natural Science	3
Social/Behavioral Science	3
Humanities	6
Values/Ethics	3
General Education Electives from any of the above categories	12
Computer Applications	3
<b>Total semester credits required in Degree:</b>	<b>60</b>

## Bachelor of Science (B.S.) in Sport Studies

Courses	Total Credits Required
<b>General Education Curriculum</b>	<b>48-50</b>
<p>General Education Notes:            Students must earn <i>C</i> or higher in ENG 101 and Research Writing course.            ENG 100 students earning <i>D</i> or <i>F</i> must repeat that course.            MAT 100 students are not exempt from the MAT requirement, below.            Sport Studies majors complete a foreign language; the course can count in Knowledge of Self, Society, and Culture or as an elective.</p> <p>Sport Studies Curriculum Notes:            Students must earn a <i>C</i> grade or higher in all core courses.            Substitutions require the approval of the SSP Coordinator.            Transfer courses are not allowed in the SSP Core.</p>	
<b>Sport Studies Curriculum</b>	<b>72</b>
<b>Sport Studies Core</b>	<b>45-51</b>
<b>Required Courses:</b>	<b>9</b>
SSP 260 Introduction to Sport Studies SSP 350 Sport Administration SSP 450 Sport Marketing	
<b>Sport Foundations and Culture Concentration:</b>	
Select any 9 credits:	9
PED 100 Level Activities (3) (each activity course counts 1 credit) SSP 250 History of Sport SSP 255 Sport in American Culture SSP 330 Sport in Society SSP 460 The Olympics	
<b>Sport Administration Concentration:/</b>	
Select any 9 credits:	9
SSP 360 Facilities and Events SSP 380 Sport Studies Practicum SSP 435 Sport Sales and Promotion SSP 440 Sport Economics	

**Sport Studies Internship:****6-12**

SSP 480 Internship (6-12)

(Adjust general electives if Internship taken for more than 6 credits)

**Sport Studies Program Electives:**

Any 12 SSP prefix credits

**Academic Minor:**

Minor of Choice (Credits Vary)

12-18

(Adjust general electives if minor more or less than 15 credits)

**General Electives:**

6 credits must be taken at 300- or 400-level)

12-15

**Total Semester Credits Required in Degree****120-122**

**Minor in Sport Studies**

Not available to Sport Studies majors

15 credits of 200-400 level SSP courses

Excludes 380 (Practicum) and 480 (Internship)

Excludes PED prefix courses including PED 100, 200, and activity courses

**Total Credits Required for Minor**

**15**



# Price School of Education

Nancy J. Marsh, Ed.D., Dean  
 Office: Paul Jones Hall 119  
 Telephone: 770-720-5657  
 E-mail: NJM@reinhardt.edu

Website: <https://www.reinhardt.edu/schools-programs/price-school-of-education/>

## Mission

The mission of all teacher preparation programs at Reinhardt University is to produce reflective, problem-solving teachers who respond to the diversity of student needs through differentiated instruction driven by ongoing assessment and adjustments within a nurturing environment.

## Degree Programs

The Price School of Education (PSOE) offers Bachelor of Science (B.S.) degrees in the following education programs:

- Elementary Education (EE)
- Middle Grades Education (MGE)
- Secondary Education – Biology (BIO)
- Secondary Education – English/Language Arts (ELA)
- Secondary Education – History Education (HIS)
- Secondary Education – Mathematics (MAT)

A Bachelor of Music Education (B.M.E.) is offered in the following area:

- Music Education (P-12)

Note: The Music Education program leads to a Bachelor of Music Education. The degree program is offered collaboratively with the School of Performing Arts and requires separate admission to the School of Performing Arts.

Persons choosing to teach in elementary, middle, or high schools elect to major in Elementary Education leading to Pre-Kindergarten through Grade Five (P-5) certification; Middle Grades Education leading to Grades Four through Eight (4-8) certification; or Secondary Education leading to Grades Six through Twelve (6-12) certification in either Biology, English/Language

Arts, History, or Mathematics. Music Education leads to certification in Pre-Kindergarten through Grade Twelve (P-12).

## Faculty

- Shawn A. Brown, Ph.D., *Clinical Practice Coordinator, Elementary Education*
- Lynda G. Chisholm, Ed.D., *Elementary Education; Coordinator, Master of Arts in Teaching program*
- Karen B. Hawley, M.Ed., Ed.S., *Elementary Education*
- Nancy J. Marsh, Ed.D., Dean, *Elementary Education*
- Mellanie L. Robinson, Ed.D., *Program Coordinator for Elementary Education, Elementary Education*
- Tamara Smith, *Elementary Education, Assessment Coordinator*

## Conceptual Framework

The PSOE teacher education conceptual framework establishes the shared vision in preparing educators to work in Pre-Kindergarten through Grade 12 schools and provides direction for all programs, courses, teaching, teacher candidate performance, scholarship, service, and unit accountability. The conceptual framework is built upon three basic beliefs about teaching:

1. Student differences are understood, appreciated, and built upon through respectful, meaningful work in a collaborative, nurturing classroom environment;
2. Student growth and success are developed through the process of ongoing assessment and adjusted instruction; and
3. Teachers who are extremely knowledgeable about their subject matter, a variety of wise and flexible instructional practices, and multiple options for student assessment are better equipped to adjust the essential curriculum content, their own instructional practices, and

student assessment options to address learner differences within their classrooms.

The purpose of all PSOE teacher preparation programs is to prepare educators who can create a learning community of care and challenge. This purpose is realized through the Differentiated Approaches to Teaching Assessment (DATA) Instructional Model that describes different approaches for teaching and assessment. The PSOE conceptual framework represents a strong commitment to the preparation of effective teachers who adapt instruction to support students' diverse learning needs and to maximize student learning.

#### Teacher Candidate Student Learning Outcomes

To best facilitate the Differentiated Instruction Model, the faculty of the PSOE has established the following domains and PSOE Student Learning Outcomes for all teacher education programs:

#### **Planning for Differentiated Instruction and Assessment**

Student Learning Outcome 1: The teacher candidate uses knowledge of curriculum, learner differences, and ongoing assessment data to plan for student access to same essential content.

#### **Providing Differentiated Instruction and Assessment**

Student Learning Outcome 2: The teacher candidate utilizes a variety of strategies to differentiate instruction and provide an academically challenging environment for all students.

#### **Impacting Student Learning**

Student Learning Outcome 3: The teacher candidate uses systematic formal and informal assessment as an ongoing diagnostic activity to measure student growth and to guide, differentiate, and adjust instruction.

#### **Professional Responsibilities in Support of Differentiated Instruction and Assessment**

Student Learning Outcome 4: The teacher candidate displays a professional commitment to the teaching philosophy of differentiated

instruction to support students' diverse learning needs and to maximize learning.

### **PSOE Admission Requirements**

Admission requirements for the Price School of Education can be found in the Admissions Policies and Procedures section, beginning on page D-7.

### **Elementary Education**

The PSOE Elementary Education (EE) program will lead to the Bachelor of Science (B.S.) degree and will prepare teachers for certification in Pre-Kindergarten (PK) through grade five. Graduates of the Elementary Education degree program will complete a broad range of courses in the liberal arts through the general education curriculum, develop an understanding of the growth and development of young children with diverse academic needs, and develop expertise in the craft of differentiated instruction and assessment through extensive study and over 800 hours of field experience in professional education courses.

In order to incorporate extensive opportunities for elementary classroom experience in every component of the candidates' preparation, the EE program will begin early to provide focused and well-structured field experience activities for candidates to understand, develop, and demonstrate principles of differentiated teaching. Stage I courses will offer opportunities for candidates to observe, assist, and interview elementary teachers who are planning and implementing differentiated instruction and assessment. During Stage II Clinical Practice Courses, candidates will participate in an 8-week practicum in an elementary school setting. For Stage III Clinical Residency, candidates will spend 16 weeks in a local elementary classroom. These experiences will foster the development of candidates who can work effectively over time with young children of diverse ages, with children with diverse abilities, and with children reflecting culturally and linguistically diverse family systems.

## **Middle Grades Education**

The PSOE Middle Grades Education (MGE) program leads to the Bachelor of Science (B.S.) degree and prepares teachers for certification in grades four through eight. Graduates of the Middle Grades Education degree program will complete a broad range of courses in the liberal arts through the general education curriculum, develop depth of knowledge in two subject concentration areas, acquire an understanding of the growth and development of young adolescents and their diverse academic needs, and develop expertise in the craft of differentiated instruction and assessment through extensive study and over 800 hours of field experience in professional education courses.

In order to deepen candidate understanding and application of developmentally responsive practices to foster adolescent development and learning, the MGE preparation program will begin early to provide focused and well-structured field experience activities. Stage I courses will provide opportunities for candidates to observe, assist and interview middle grades classroom teachers who are planning and implementing differentiated instruction and assessment. During the Stage II Clinical Practice semester, each MGE candidate will be assigned to a middle level team of teachers while participating in an 8-week practicum. For Stage III Clinical Residency, candidates will spend 16 weeks in a local middle grade classroom. These experiences will foster the development of candidates who can work effectively over time with young adolescents of diverse ages, with students with diverse abilities, and with students reflecting culturally and linguistically diverse family systems.

## **Secondary Education Programs (6-12) in Biology, English/Language Arts, History, and Mathematics**

The Secondary Education programs in Biology, English/Language Arts, History, and Mathematics lead to the Bachelor of Science (B.S.) degree. Each program is accredited by the Georgia Professional Standards Commission and leads to teaching certification in the state of Georgia.

Each program of study is developed from the program major with a strong integration of professional education studies emphasizing differentiated instruction and assessment as its approach to preparing secondary and P-12 teachers for today's schools. A broad range of field experiences in area public school systems are found throughout each program. These experiences are designed to provide a real context where secondary and P-12 candidates learn how to work effectively with young adolescents and their diverse needs in classroom learning environments. Each program of study has two major opportunities where candidates have in-depth classroom experiences. The Clinical Practice courses and Clinical Residency provide a rich opportunity where secondary and music education candidates are supervised by an experienced collaborating teacher from the public schools to guide their development as teachers. Each program is completed with a semester of Clinical Residency, a fulltime supervised experience in an area public school classroom.

## **Music Education (P-12)**

Students must be admitted to the School of Performing Arts and the Price School of Education and meet all specific graduation requirements from both schools. The P-12 program in Music Education leads to a B.M.E. degree. The Music Education degree is accredited by the Georgia Professional Standards Commission and leads to teaching certification in the state of Georgia.

## **Special Education Concentration**

The Reinhardt Inclusion Teacher Education (RITE) Special Education Concentration provides the conceptual foundation and skills in inclusionary teaching for both general and special education teachers. This four-course sequence will provide the necessary skills for elementary, middle grades, and secondary teachers so they may meet the needs of all their students. The RITE Concentration will provide the collaborative skills necessary for teaching all students in the 21st century classroom.

## PSOE Advisement

Once the program is identified as a major, the Office of the Registrar will notify the Dean's Office of the Price School of Education who will assign a permanent advisor. It is extremely important that the advisory relationship be maintained throughout the program as the scheduling of proper courses and sequences and the arranging of internships need to be coordinated.

## Academic Integrity

Items 1-6 below are recognized as unacceptable forms of academic behavior at Reinhardt University. Items 7-9 represent additional forms of academic dishonesty established by the Price School of Education.

1. Plagiarizing: that is presenting words or ideas not your own as if they were your own. Three or more words taken directly from another author must be enclosed in quotation marks and documented.
2. Submitting a paper written by another student or another person as if it were your own.
3. Submitting a paper written by you for another course or occasion without the explicit knowledge and consent of the instructor.
4. Fabricating evidence or statistics that supposedly represent your original research.
5. Cheating of any sort on tests, papers, projects, reports, etc.
6. Unauthorized use of the password or account number of another student or a faculty member to gain access to computers, data files, or computer output.
7. Aiding or otherwise enabling another student to engage in any form of academic dishonesty.
8. Failure to report suspected or obvious incidences of academic dishonesty to the course instructor.
9. Any other behaviors that violate the spirit of ethical and professional behavior.

## Penalties for Academic Dishonesty

In the event of academic dishonesty, according to the definitions (1-9) stated above and whatever additional definition an instructor has indicated in a course syllabus to his or her students, the instructor may do one of the following things, based on his or her assessment of the severity of the infraction and any extenuating circumstances:

1. Assign a grade of *F* or *O* on the paper, project, or exam but allow resubmission, resulting in a maximum possible combined grade of *C*.
2. Assign a grade of *F* or *O* on the paper, project, or exam without the opportunity for resubmission.
3. Assign a grade of *F* in the course.

Students taking classes in the PSOE and teacher education candidates must understand that academic dishonesty in any form may have consequences beyond the boundaries of one class and may result in denial of admission or dismissal from the PSOE. A student appeals process is available to address grade appeals, denial of admission to the PSOE, and dismissal from the PSOE.

In all cases the instructor will forward evidence of dishonesty to the Dean of the Price School of Education for review and action. The Dean shall forward evidence of dishonesty and a summary of any action taken to the Provost.

## PSOE Grade Appeals

A candidate has the right to appeal a grade or evaluation assigned in a course, a field experience, or Clinical Residency only if there is evidence of a capricious change in grading standards or criteria stated in the course syllabus. A student shall receive a decision within a reasonable period of time.

## PSOE Grade Appeals Procedures

1. A candidate who is seriously dissatisfied with a grade should consult with the instructor of the course or the supervisor of field experience/Clinical Residency and ask for clarification. The candidate may also ask his or her advisor for direction.



2. If the issue is not resolved, the candidate may consult with his or her advisor and may subsequently file an appeal in writing with the Dean of the PSOE. The Dean will then consult with the candidate, the faculty member, and appropriate personnel. (If the appeal is for field experience or Clinical Residency, the Director of Field Experience would be an intermediate step in the process before the Dean.)
3. The candidate may request a hearing with the faculty member or supervisor, the candidate's advisor, and the Dean.
4. If there is still no resolution, the candidate has the option to appeal to the Provost. The faculty member has the option to appeal to the Faculty Appeals Committee.

### **PSOE Appeals of Admission/Retention Decisions**

A candidate may appeal admission and retention decisions if there has been an irregularity of adhering to the established criteria. These decisions are made by structured faculty committees by following specific guidelines and procedures and are accompanied by specific reasons for denial of admission or retention.

### **Appeal Procedures**

1. An appeal of an admission or retention decision must be made in writing and received by the Dean within two days of the original decision.
2. The Dean may elect to make a decision, return the decision to the original Faculty committee with recommendations, or may refer it to the Candidate Appeals Committee. The Candidate Appeals Committee will consist of two representatives from the PSOE not involved in the original decision, if possible; two faculty outside the PSOE; and two student candidates. The Dean of the PSOE will appoint the members of this committee.
3. The candidate may appeal the Candidate Appeals Committee or Dean's decision to the Provost for final consideration.

**Bachelor of Science (B.S.) in Biology Education****Courses****Total Credits  
Required****General Education Curriculum****48-49**

ART 105 Art Appreciation, MUS 105 Music Appreciation, THE 105 Theatre Appreciation, or  
 ENG 280 Introduction to Creative Writing  
 BIO 120 Introduction to Cellular and Molecular Biology (with lab)  
 COM 108 Communicating Effectively  
 EDU 225 Lifespan Development from a Multicultural Perspective  
 ENG 101 Composition  
 ENG 103 Composition, Rhetoric, and Research  
 Literature Course  
 FYS 101 Seminar in Critical Thinking  
 Two (2) History Courses  
 MAT 102 College Algebra or MAT 121 Pre-Calculus (4)  
 PED 100 Fitness for College and Life (2) or SSP 200 Lifetime Fitness and Wellness (for students age 21  
 and older) (4)  
 EDU 164 Values, Character, and Leadership Development  
 PSY 101 Introduction to Psychology  
 Religion Course  
 SPA 101 Elementary Spanish I

**PSOE Biology Education Curriculum****Major Field Courses****3**

EDU 230 Common Elements of Differentiated Instruction

**Teaching Field Courses****31**

BIO 122 General Biology (with lab)  
 BIO 202 Introduction to Plant Biology (with Lab)  
 BIO 260 Introductory Microbiology (with Lab)  
 BIO 280 General Zoology (with Lab)  
 BIO 320 Genetics (with Lab)  
 BIO 360 Principles of Ecology (with Lab)  
 BIO 406 Evolutionary Biology (with Lab)  
 BIO 491 Undergraduate Teaching Assistant

**Affiliated Teaching Field Courses****15**

CHE 180 General Chemistry I (with lab)  
 CHE 182 General Chemistry II (with lab)  
 MAT 103 Introduction to Statistics  
 PCS 220 Physics for Life (with Lab)

**Professional Sequence Courses** **30**

EDU 327 Differentiated Instruction and Assessment  
EDU 329 Teaching in the Inclusion Classroom  
EDU 384 Differentiation through Technology  
EDU 399 Reading and Writing in the Content Areas for Diverse Learners  
EDU 440 Clinical Practice: Spirituality and the Nurturing Classroom  
EDU 471 Clinical Practice: Biology  
EDU 495 Clinical Residency with Seminars: Biology (12)

**Total Semester Credits Required in Degree** **128**

**Bachelor of Science (B.S.) in Elementary Education****Courses****Total Credits  
Required****General Education Curriculum****49**

ART 105 Art Appreciation, MUS 105 Music Appreciation, THE 105 Theatre Appreciation, or  
ENG 280 Introduction to Creative Writing  
 BIO 104 Biology Essentials (with Lab)  
 COM 108 Communicating Effectively  
 ENG 101 Composition  
 ENG 102 Composition and Literature or ENG 103 Composition, Rhetoric, and Research  
 ENG 203 British Literature I, ENG 204 British Literature II, ENG 223 American Literature I,  
 ENG 224 American Literature II, ENG 271 World Literature I, or ENG 272 World Literature II  
 FYS 101 Seminar in Critical Thinking  
 GEO 125 Physical Geology (with Lab)  
 HIS 111 Western Civilization I, HIS 112 Western Civilization II, HIS 120 World History I, or  
 HIS 121 World History II  
 HIS 251 US History I, or HIS 252 US History II  
 MAT 102 College Algebra  
 PED 100 Fitness for College and Life (2)  
 EDU 164 Values, Character, and Leadership Development  
 PSY 101 Introduction to Psychology  
 REL 104 Introduction to Religion, REL 204 Survey of the Old Testament, or REL 205 Survey of the New  
 Testament  
 SPA 101 Elementary Spanish I

**PSOE Elementary Education Curriculum****Major Field Courses****15**

EDU 225 Lifespan Development from a Multicultural Perspective  
 EDU 230 Common Elements of Differentiated Instruction  
 EDU 318 Motivation and Learning for Diverse Students  
 EDU 325 Differentiated Curriculum and Instruction  
 EDU 344 Introduction to Reading

**Teaching Field Courses****25**

BUS 206 Principles of Economics (Macro) or HIS 210 World Geography  
 EDU 355 Reading Diagnosis  
 EDU 366 Literacy Instruction and ESOL  
 HIS 374 History of Georgia or POL 101 American Government  
 MAT 210 Mathematics Concepts and Connections I  
 MAT 211 Mathematics Concepts and Connections II  
 PCS 200 Physics for Life (with Lab)  
 SSP 230 Health, Safety, and PE for Teachers or EDU 380 Integration of Creative Arts

**Professional Sequence Courses** **36**

EDU 327 Differentiated Instruction and Assessment  
EDU 329 Teaching in the Inclusion Classroom  
EDU 384 Differentiation through Technology  
EDU 440 Clinical Practice: Spirituality and the Nurturing Classroom  
EDU 450 Clinical Practice: Mathematics and Problem Solving (EE)  
EDU 451 Clinical Practice: Inquiry-Based Science (EE)  
EDU 452 Clinical Practice: Social Studies and Fine Arts (EE)  
EDU 453 Clinical Practice: Language Arts Integration (EE)  
EDU 479 Clinical Residency with Seminars: EE (12)

**Total Semester Credits Required in Degree** **125**

## Bachelor of Science (B.S.) in English/Language Arts Education

<b>Courses</b>	<b>Total Credits Required</b>
<b>General Education Curriculum</b>	<b>48</b>
<p>Any Lab Science Course            Arts Experience Course            COM 108 Communicating Effectively            ENG 101 Composition            ENG 102 Composition and Literature            ENG 271 World Literature I or ENG 272 World Literature II            FYS 101 Seminar in Critical Thinking            HIS 111 Western Civilization I, HIS 112 Western Civilization II, HIS 120 World History I, or                HIS 121 World History II            HIS 251 US History I or HIS 252 US History II            MAT 102 College Algebra            PED 100 Fitness for College and Life (2) or PED 200 Lifetime Fitness and Wellness (for students age 21                and older) (4)            EDU 164 Values, Character, and Leadership Development            PSY 101 Introduction to Psychology            REL 104 Introduction to Religion, REL 204 Survey of the Old Testament, or REL 205 Survey of the New                Testament            SOC 105 Introduction to Sociology            SPA 101 Elementary Spanish I</p>	
<b>PSOE English/Language Arts Education Curriculum</b>	
<b>Major Field Courses</b>	<b>6</b>
<p>EDU 225 Lifespan Development from a Multicultural Perspective            EDU 230 Common Elements of Differentiated Instruction</p>	
<b>Teaching Field Courses</b>	<b>36</b>
<p>ENG 203 British Literature I or ENG 204 British Literature II            ENG 223 American Literature I or ENG 224 American Literature II                Note: One of the British/American Literature survey courses above must cover material prior to                1800.            ENG 240 Introduction to Critical Analysis            ENG 303 Shakespeare            ENG 340 Teaching Grammar in the Context of Writing or ENG 342 Advanced Grammar            ENG 343 Introduction to Language and Linguistics or ENG 345 History of the English Language</p>	
<p>Select one course from the following:                ENG 306 The Romantic Age                ENG 307 The Victorian Age                ENG 323 Romanticism, Realism, Naturalism in American Literature</p>	

ENG 326 Southern Literature  
 ENG 376 Modernism or any other 300- or 400-level course after 1800

Select one course from the following:

ENG 300 Medieval British Literature  
 ENG 308 Restoration and Eighteenth Century Literature  
 ENG 372 Renaissance Literature or any other 300- or 400-level course before 1800

Select one course from the following:

ENG 341 Literary Genres and Critical Approaches  
 ENG 498 Special Topics in English or any other 400-level critical analysis course

Select any one genre course from the following:

ENG 312 The British Novel  
 ENG 321 American Poetry  
 ENG 324 Modern American Novel  
 ENG 360 Dramatic Literature  
 ENG 377 Studies in Poetry

Select one of the following multi-cultural courses:

ENG 335 Multi-Cultural American Literature  
 ENG 336 African-American Literature  
 ENG 371 Global Literature in Translation

Select one of the following creative writing courses:

ENG 280 Introduction to Creative Writing  
 ENG 383 Literary Editing and Publishing  
 ENG 386 Poetry Writing  
 ENG 387 Creative Non-fiction  
 ENG 388 Script Writing  
 ENG 389 Fiction Writing

### **Professional Sequence Courses**

**36**

EDU 325 Differentiated Curriculum and Instruction  
 EDU 327 Differentiated Instruction and Assessment  
 EDU 329 Teaching in the Inclusive Classroom  
 EDU 350 Strategic Reading in the Secondary Classroom  
 EDU 384 Differentiation through Technology  
 EDU 399 Clinical Practice: Reading and Writing in the Content Areas for Diverse Learners  
 EDU 440 Clinical Practice: Spirituality and the Nurturing Classroom  
 EDU 470 Clinical Practice: English/Language Arts  
 EDU 494 Clinical Residency with Seminars: English/Language Arts (12)

### **Total Semester Credits Required in Degree**

**126**

## Bachelor of Science (B.S.) in History Education

Courses	Total Credits Required
<b>General Education Curriculum</b>	<b>54-55</b>
Arts Experience Course	
COM 108 Communicating Effectively	
EDU 164 Values, Character, and Leadership Development	
ENG 101 Composition	
ENG 102 Composition and Literature	
English Course	
FYS 101 Seminar in Critical Thinking	
HIS 120 World Civilization I	
HIS 121 World Civilization II	
HIS 251 US History I	
HIS 252 US History II	
MAT 103 Introduction to Statistics	
PED 100 Fitness for College and Life (2) or PED 200 Lifetime Fitness and Wellness (for students age 21 and older) (4)	
PSY 101 Introduction to Psychology	
Religion Course	
Science Course	
Science Lab	
SPA 101 Elementary Spanish I	
<b>PSOE History Education Curriculum</b>	
<b>Major Field Courses</b>	<b>9</b>
EDU 225 Lifespan Development from a Multicultural Perspective	
EDU 230 Common Elements of Differentiated Instruction	
EDU 325 Differentiated Curriculum and Instruction	
<b>Teaching Field Courses</b>	<b>30</b>
HIS 210 World Geography (Required – 3 hours)	
Four United States History Courses	
Five European or World History Courses	
<b>Professional Sequence</b>	<b>30</b>
EDU 327 Differentiated Instruction and Assessment	
EDU 329 Teaching in the Inclusion Classroom	
EDU 384 Differentiation through Technology	
EDU 399 Clinical Practice: Reading and Writing in the Content Areas for Diverse Learners	
EDU 440 Clinical Practice: Spirituality and the Nurturing Classroom	
EDU 473 Clinical Practice: History	
EDU 493 Clinical Residency with Seminars: History (12)	



**Total Semester Credits Required in Degree**

**123-124**

## Bachelor of Science (B.S.) in Mathematics Education

<b>Courses</b>	<b>Total Credits Required</b>
<b>General Education Curriculum</b>	<b>49</b>
<p>Arts Experience Course            COM 108 Communicating Effectively            ENG 101 Composition            ENG 103 Composition and Research            ENG 203 British Literature I, ENG 204 British Literature II, ENG 223 American Literature I,                ENG 224 American Literature II, ENG 271 World Literature I, or ENG 272 World Literature II            FYS 101 Seminar in Critical Thinking            HIS 111 Western Civilization I, HIS 112 Western Civilization II, HIS 120 World History I, or                HIS 121 World History II            HIS 251 US History I or HIS 252 US History II            MAT 103 Introduction to Statistics            MAT 215 Computer Programming (4)            PCS 120 College Physics I (with lab)            PED 100 Fitness for College and Life (2) or PED 200 Lifetime Fitness and Wellness (for students age 21                and older) (4)            EDU 164 Values, Character, and Leadership Development            PSY 101 Introduction to Psychology            REL 104 Introduction to Religion, REL 204 Survey of the Old Testament, or REL 205 Survey of the New                Testament            SPA 101 Elementary Spanish I</p>	
<b>PSOE Mathematics Education Curriculum</b>	
<b>Major Field Courses</b>	<b>6</b>
<p>EDU 225 Lifespan Development from a Multicultural Perspective            EDU 230 Common Elements of Differentiated Instruction</p>	
<b>Teaching Field Courses (Required)</b>	<b>24</b>
<p>MAT 121 Pre-Calculus (4)            MAT 220 College Geometry            MAT 221 Calculus I (4)            MAT 231 Introduction to Logic and Set Theory            MAT 321 Calculus II (4)            MAT 330 Discrete Mathematics            MAT 450 Senior Seminar in Mathematics</p>	
<b>Electives</b>	<b>12-13</b>
<p>Select 4 of the following courses with at least 6 hours of 400-level MAT courses:                MAT 298 Special Topics in Mathematics                MAT 299 Independent Study in Mathematics</p>	

MAT 310 Abstract Algebra  
MAT 320 Linear Algebra  
MAT 410 Real Analysis  
MAT 420 Differential Equations  
MAT 421 Calculus III (4)  
MAT 430 Numerical Analysis  
MAT 480 Mathematics Internship (1-3)  
MAT 498 Special Topics in Mathematics  
MAT 499 Independent Study in Mathematics

**Professional Sequence Courses****33**

EDU 325 Differentiated Curriculum and Instruction  
EDU 327 Differentiated Instruction and Assessment  
EDU 329 Teaching in the Inclusion Classroom  
EDU 384 Differentiation through Technology  
EDU 399 Clinical Practice: Reading and Writing in the Content Areas for Diverse Learners  
EDU 440 Clinical Practice: Spirituality and the Nurturing Classroom  
EDU 472 Clinical Practice: Mathematics  
EDU 496 Clinical Residency with Seminars: Mathematics (12)

**Total Semester Credits Required in Degree****124-125**

## Bachelor of Science (B.S.) in Middle Grades Education

<b>Courses</b>	<b>Total Credits Required</b>
<b>General Education Curriculum</b>	<b>49</b>
ART 105 Art Appreciation, MUS 105 Music Appreciation, THE 105 Theatre Appreciation, or ENG 280 Introduction to Creative Writing BIO 120 Introduction to Cell and Molecular Biology (with lab); CHE 180 General Chemistry (with lab); GEO 125 Physical Geology; PCS 110 Astronomy I: Solar Astronomy (with lab); or PCS 120 College Physics I (with lab) BIO 122 Introduction to Organismal Biology (with lab); CHE 182 General Chemistry II (with lab); GEO 126 Historical Geology; PCS 112 Astronomy II: Stellar Astronomy (with lab), or PCS 122 College Physics II (with lab) COM 108 Communicating Effectively EDU 164 Values, Character, and Leadership Development ENG 101 Composition ENG 102 Composition and Literature or ENG 103 Composition, Rhetoric, and Research ENG 203 British Literature I, ENG 204 British Literature II, ENG 223 American Literature I, ENG 224 American Literature II, ENG 271 World Literature I, or ENG 272 World Literature II FYS 101 Seminar in Critical Thinking HIS 111 Western Civilization I, HIS 112 Western Civilization II, HIS 120 World History I, or HIS 121 World History II HIS 251 US History I or HIS 252 US History II MAT 102 College Algebra PED 100 Fitness for College and Life PSY 101 Introduction to Psychology REL 104 Introduction to Religion, REL 204 Survey of the Old Testament, or REL 205 Survey of the New Testament SPA 101 Elementary Spanish I	
<b>PSOE Middle Grades Education Curriculum</b>	
<b>Major Field Courses</b>	<b>12</b>
EDU 225 Lifespan Development from a Multicultural Perspective EDU 230 Common Elements of Differentiated Instruction EDU 318 Motivation and Learning for Diverse Students EDU 325 Differentiated Curriculum and Instruction	
<b>Teaching Field Courses</b>	<b>30-32</b>
Note: Middle Grades majors choose two concentration areas from among Language Arts, Mathematics, Reading, Science, and Social Studies.	
<b>Language Arts Concentration</b>	<b>15</b>
ENG 240 Introduction to Critical Analysis or ENG 341 Literary Genres and Critical Approaches ENG 335 Multicultural American Literature or ENG 336 African-American Literature	

ENG 340 Teaching Grammar in the Context of Writing or ENG 342 Advanced Grammar  
 ENG 343 Introduction to Language and Linguistics or ENG 345 History of the English Language

Select one course from the following:

- ENG 310 Jane Austen
- ENG 312 British Novel
- ENG 323 Romanticism, Realism, and Naturalism in American Literature
- ENG 324 Modern American Novel
- ENG 325 William Faulkner
- ENG 326 Southern Literature
- ENG 378 The Rise of the Woman Writer
- ENG 387 Creative Non-Fiction
- ENG 389 Fiction Writing

**Mathematics Concentration** **16**

- MAT 103 Introduction to Statistics
- MAT 121 Pre-Calculus (4)
- MAT 210 Mathematics Concepts and Connections I
- MAT 211 Mathematics Concepts and Connections II
- MAT 220 College Geometry

**Reading Concentration** **15**

- EDU 344 Introduction to Reading
- EDU 355 Reading Diagnosis
- EDU 366 Literacy Instruction and ESOL
- EDU 377 Reading through Adolescent Literature
- EDU 388 Practicum in Reading Instruction

**Science Concentration** **16**

- BIO 120 Introduction to Cellular and Molecular Biology (with lab)
- BIO 122 Introduction to Organismal Biology (with lab)
- GEO 125 Physical Geology
- PCS 220 Physics for Life (with lab)

**Social Studies Concentration** **15**

- BUS 206 Principles of Economics (Macro)
- HIS 210 World Geography
- HIS 251 US History I or HIS 252 US History II
- HIS 374 Georgia History
- POL 101 American Government

**Professional Sequence Courses** **33**

- EDU 327 Differentiated Instruction and Assessment
- EDU 329 Teaching in the Inclusion Classroom
- EDU 384 Differentiation through Technology
- EDU 399 Clinical Practice: Reading and Writing in the Content Areas for Diverse Learners
- EDU 440 Clinical Practice: Spirituality and the Nurturing Classroom

Select One Clinical Practice Course Below for Each Concentration Area:

EDU 460 Clinical Practice: Mathematics and Problem Solving (MGE)

EDU 461 Clinical Practice: Inquiry-Based Science (MGE)

EDU 462 Clinical Practice: Social Studies and Fine Arts (MGE)

EDU 463 Clinical Practice: Language Arts Integration (MGE)

EDU 484 Clinical Residency with Seminars: MGE (12)

**Total Semester Credits Required in Degree**

**124-126**

# School of Mathematics and Sciences



Jacob P. Harney, Ph.D., Dean

Office: Lawson 218

Telephone: 770-720-9102 Fax: 770-720-5602

E-mail: [JPH@reinhardt.edu](mailto:JPH@reinhardt.edu)

Website: <http://www.reinhardt.edu/mathscience>

## Mission

The School of Mathematics and Sciences endeavors to build an understanding and appreciation of classic and contemporary thought and research in the sciences. The School creates a framework to explore the highly dynamic and diverse areas of modern science. Biology, Mathematics, Political Science, Psychology, and Sociology are fields that require students to be skilled intellectually and creatively. Within a framework of social commitment and the liberal arts, students will become well-versed in the theories and techniques that will be required to function in the dynamic society of the future.

## Objectives

- To provide a School that examines the classic and contemporary theories and technologies of Biology, Mathematics, Political Science, Psychology, and Sociology.
- To teach science within a context of social commitment and the liberal arts.
- To prepare students for professional and graduate schools, as well as for professional work experiences.
- To examine the relationships that exist from the electronic level to the highest organismal levels, and on to the universe as a whole.
- To provide students with an opportunity for research experiences.
- To build a framework to begin to answer the questions: Who are we? How did we get here? Where are we going?
- To provide support and service courses in the areas of Chemistry, Geology, Physics, and Political Science to support Biology,

Mathematics, Political Science, Psychology, and Sociology majors.

## Degree Programs

The School of Mathematics and Science offers Bachelor Degree (B.S.) programs in the following areas:

- Biology
- Cybersecurity
- Mathematics
- Political Science
- Psychology
- Sociology (degrees in: Criminology/Criminal Justice, Social Services, Cultural Diversity)

## Faculty

- Nadine Basta, M.S., *Program Coordinator of Cybersecurity*
- Cheryl Brown, Ph.D., *Program Coordinator of Criminal Justice, Social Services, and Cultural Diversity*
- Aliya Davenport, Ph.D.
- Zachary Felix, Ph.D., *Program Coordinator of Biology Education*
- SimonPeter Gomez, Ph.D.
- Donald G. Gregory, Ph.D.
- Jacob P. Harney, Ph.D., *Dean*
- Robin C. McNally, M.S.
- G. David Moore, Ph.D.
- Irma Santoro, Ph.D., *Program Coordinator of Biology*
- Danielle Satre, Ph.D.

- Elizabeth Smith, M.S., *Program Coordinator of Mathematics Education*

- M. Katrina Smith, Ph.D., *Program Coordinator of Psychology*

- Francesco Strazzullo, Ph.D., M.B.A, M. S. *Program Coordinator of Mathematics and Computer Sciences*

## Special Features and Activities

- Behavioral Sciences Club: A networking group for Psychology and Sociology majors.

- Internships are available to provide professional experiences.

- Honorary Biology Society: A student-led organization providing campus activity in biology-oriented areas.

- Alpha Kappa Delta: National Honorary Society in Sociology.

- Community outreach projects.

- A large and biologically diverse campus that is available to students for field experiences.

- Professors are involved in active research. Students are encouraged to participate in research activities.

- Student involvement in activities of the Georgia Academy of Science.

- Field trips and outstanding outside speakers.

- A faculty with a wide range of interests.

- Convocation of Artists and Scholars.

- Interdisciplinary National Honor Society in Social Sciences.

## Biology Program

### Mission

The Reinhardt University Biology Program works to link patterns of divergence and adaptation found in nature to the evolutionary processes responsible for these patterns by making use of the broad research expertise of the faculty. The strong organismal component of the curriculum provides Reinhardt students with an understanding of patterns of nature, which are complemented by process-oriented courses such as Genetics, Ecology, and Evolutionary Biology.

Due to the small class size at Reinhardt, we are able to cater instruction and provide a great deal of guidance to each student. This intimate classroom instruction and extensive extracurricular interaction of professors and students allows for an educational experience that is highly personal, while the rigorous assignments in each course challenge Reinhardt students to maximize their educational experience.

### Student Learning Outcomes

Students who complete the Bachelor of Science (B.S.) in Biology program will be able to:

1. Apply the scientific method to questions in biology by formulating testable hypotheses, gathering and analyzing data, and presenting work orally and in writing in the formats that are used by practicing scientists.

2. Access the primary literature, identify relevant works for a particular topic, evaluate the scientific content of these works and synthesize critical summaries and/or analyses of these works.

3. Identify the major groups of organisms, classify them within a phylogenetic framework, and compare and contrast the characteristics of taxonomic groupings.

4. Use basic principles of heredity to predict patterns of inheritance of genetic traits, and understanding the central dogma of molecular biology.

5. Use the theory of evolution to explain how descent with modification has shaped organismal morphology, physiology, and life history.

6. Explicate the ecological interconnectedness of life on earth by tracing energy and nutrient flows through the environment, and relate the physical features of the environment to the structure of populations, communities, and ecosystems.

Teacher candidates who complete the Bachelor of Science (B.S) in Biology Education program will:

1. Use knowledge of curriculum, learner differences, and ongoing assessment data to plan for student access to same essential content.



2. Utilize a variety of strategies to differentiate instruction and provide an academically challenging environment for all students.
3. Use systematic formal and informal assessment as an ongoing diagnostic activity to measure student growth and to guide, differentiate, and adjust instruction.
4. Display a professional commitment to the teaching philosophy of differentiated instruction to support students' diverse learning needs and to maximize learning.

### Special Features and Activities

Biology students are offered the opportunity to participate in the following:

- BBB, an honorary society in Biology.
- Field and laboratory experiences providing hands-on education in developing techniques and technology.
- Student research activities.
- Guest lectures in current biological topics.
- Individual and small group instruction.
- Support for articles published in the Georgia Journal of Science.

### Biology Faculty

- Aliya Davenport, Ph.D.
- Zachary Felix, Ph.D., *Program Coordinator of Biology Education*
- Jacob P. Harney, Ph.D., *Dean*
- Irma Santoro, Ph.D., *Program Coordinator*
- Danielle Satre, Ph.D.

## Mathematics and Computer Sciences Program

In an increasingly technological world, demand for mathematics and information technology has grown tremendously. The Mathematics and Computer Sciences Program provides students with the mathematical background necessary for careers in a variety of fields, including operations research, finance, statistics, computer science, biotechnology, actuarial science, and

mathematical modeling. It also prepares students for further study in mathematics.

The small class size at Reinhardt enables the program to cater instruction and extracurricular interaction of professors and students to provide a highly personal educational experience. The rigorous assignments in each course challenge Reinhardt students to maximize their educational experience.

### Mission, Vision, and Values

The Mathematics and Computer Sciences Program continuously adjusts its academic catalog to job market needs, while keeping a rigorous classic core of Mathematics and Information Technology courses that will support its alumni's endeavors in graduate degrees programs.

The Mathematics and Computer Sciences Program aims at involving students in research and professional experiences before graduation, to set graduates on the right steps toward the job market or graduate schools.

The Mathematics and Computer Sciences Program cares about students' personal and professional growth, through differentiated instruction, while keeping academic rigorosity.

### Student Learning Outcomes

Taking a course offered by the Mathematics and Computer Sciences Program, students will be able to:

1. Solve a word problem by applying the appropriate mathematical setup, obtaining the mathematical solution, and interpreting this solution in context.
2. Solve a theoretical problem by identifying the appropriate mathematical context, interpreting the question and the nature of the solution, and checking that the solution is correct.
3. Complete a proof or produce a mathematical object satisfying some prescribed properties.
4. Solve a problem by consulting various resources, applying appropriate technological tools, and using adequate approximations.

5. Analyze how information technology affects ethical and legal issues.
6. Synthesize appropriate solutions to organizations' problems.

Teacher candidates who complete the Bachelor of Science (B.S) in Mathematics Education program will:

1. Use knowledge of curriculum, learner differences, and ongoing assessment data to plan for student access to same essential content.
2. Utilize a variety of strategies to differentiate instruction and provide an academically challenging environment for all students.
3. Use systematic formal and informal assessment as an ongoing diagnostic activity to measure student growth and to guide, differentiate, and adjust instruction.
4. Display a professional commitment to the teaching philosophy of differentiated instruction to support students' diverse learning needs and to maximize learning.

#### **Assessment**

The Mathematics and Computer Sciences Program measures student learning outcomes by means of pre-post testing, course examinations, hands-on projects, and post-graduation placement of alumni in the workforce or in graduate programs.

#### **Special Features and Activities**

Mathematics and Computer Sciences students are offered the opportunity to participate in the following:

- Experiences with computer software packages to supplement classroom instruction.
- Guest lecturers in current mathematical topics.
- Participation in regional undergraduate conferences, such as the Southeastern MAA.
- Internships.
- Individual and small group instruction.

#### **Mathematics Faculty**

- Nadine Basta, M.S., *Program Coordinator of Cybersecurity*
- Robin C. McNally, M.S.
- Elizabeth Smith, M.S., *Program Coordinator of Mathematics Education*
- Francesco Strazzullo, Ph.D., M.B.A., *Program Coordinator of Mathematics and Computer Sciences*

#### **Political Science Program**

##### **Mission**

Political Science seeks to explain the world of politics and government. The study of government and politics is a crucial element of a liberal arts education. As the world becomes more interdependent, the importance of the discipline of political science grows. The Political Science program strives to embody the University's goal of shaping lives and building futures through excellent teaching, open and robust debate, active scholarship, and personal mentoring. Our goal is to prepare students for careers in government and politics, law, humanitarian work, teaching, research, and peacemaking, and for work in related fields such as business, education, or missions.

The department is committed to providing students with political knowledge and skills that will enable them to assume leadership responsibility from the local level to the global community. Through the study of political ideas and institutions, research methods and law, the analysis of a variety of political systems, internships, and rigorous research projects, the program challenges students to develop both the tools and the vision for understanding, nurturing, and transforming the society in which they live.

##### **Student Learning Outcomes**

Students who complete the Bachelor of Science (B.S.) in Political Science will be able to:

1. Demonstrate an understanding of Supreme Court cases from social, political, philosophical, psychological, normative, and legal perspectives.
2. Demonstrate competencies by producing written work indicating knowledge of scientific and professional writing.

3. Demonstrate knowledge of professional ethics.

### Special Features and Activities

- Join Pi Sigma Alpha, the national political science honor society.

### Political Science Faculty

- Simon Peter Gomez, Ph.D.

## Psychology Program

### Mission

Psychology is the scientific study of behavior. Students learn to apply scientific methods and data analysis techniques to a variety of human and non-human behaviors. Also, an emphasis is placed on developing students' proficiency in academic skills; for example, papers and oral presentations are part of many of the psychology courses. Students who have majored in psychology can enter a variety of careers or pursue graduate education in the behavioral sciences or the helping professions. The psychology major is not a professional degree program; students are not trained as therapists, counselors, or mental health technicians.

### Student Learning Outcomes

Students who complete the Bachelor of Science (B.S) in Psychology will be able to:

1. Demonstrate an understanding of the content in psychology and the ability to integrate that knowledge.
2. Demonstrate an understanding of research methods in psychology.
3. Communicate their knowledge of psychology.
4. Effectively apply the ethical principles of the American Psychological Association to research and professional situations.

### Special Features and Activities

Psychology students are offered the opportunity to participate in the following:

- Student research.
- Internships.
- SBS Club and the Georgia Rho chapter of Pi Gamma Mu international honor society in the social sciences.

- Participation in professional conferences.

- Social activities with other majors and faculty.

### Psychology Faculty

- Jacob P. Harney, Ph.D., Dean

- M. Katrina Smith, Ph.D., Program Coordinator of Psychology

## Sociology Program

### Mission

The Bachelor of Science degree in sociology prepares students to understand and deal with diversity, modernization, and social change ranging from the local to the global. The core competencies of its graduates prepares students to enter careers requiring technological facility, communication skills, data gathering and analysis, community awareness and involvement, problem-solving, critical thinking, an understanding of the structure and functioning of groups and organizations, greater awareness of their environment, critical self-reflection, and interpersonal and intercultural skills.

With the applied focus of the Sociology major, students who graduate with a degree in sociology that is complemented by a knowledge of other social sciences would be prepared to work as urban planners, demographers and data analysts, public survey workers, social research assistants, affirmative action officers, employee specialists, cultural diversity trainers, criminologists in law enforcement and corrections, and numerous other occupations. Post-graduate studies for which sociology majors would be especially well-prepared include anthropology, geography, criminal justice, urban planning, law, social work, political science, public administration, family studies, and communications. Main Campus Only.

### Student Learning Outcomes

Students who complete the Bachelor of Science (B.S.) in Sociology will be able to:

1. Demonstrate knowledge of professional ethics.
2. Demonstrate competencies by producing written work indicating knowledge of scientific and professional writing.

3. Demonstrate the ability to explain and analyze diversity.
4. Demonstrate competency of social psychology and social organizations.
5. Demonstrate the ability to explain and analyze deviance, social problems, and social control.
6. Demonstrate the ability to work with others collaboratively and in leadership roles.

**Special Features and Activities**

Sociology students are offered the opportunity to participate in the following:

- Internships are available
- Respected guest speakers
- Students are invited to attend conferences
- SBS club
- Service learning projects
- Social events with other majors and faculty

**Sociology Faculty:**

- Dr. Cheryl Brown
- Dr. Donald Gregory

## Bachelor of Science (B.S.) in Biology

The Bachelor of Science program in biology prepares students for medical school, dental school, veterinary school, pharmacy school, and a variety of graduate programs (both Masters and Doctoral programs) in the biological sciences. It also prepares students for a multitude of technical positions in government service, education, the military, private industry, or other areas in the private sector. In addition, the Division of Math and Science offers all courses required to prepare students to enter the following programs at the third year level: engineering, mathematics, respiratory therapy, x-ray technician, occupational therapy, physical therapy, physician assistant, medical technology, health information management, forestry, and others.

### General Biology (Concentration)

The general biology concentration allows individuals to customize their programs to reflect their passions.

Courses	Total Credits Required
---------	---------------------------

<b>General Education Curriculum</b>	<b>50</b>
-------------------------------------	-----------

Courses required from General Education Curriculum:

CHE 180 General Chemistry I (with lab)

ENG 102 Composition and Literature or ENG 103 Composition, Rhetoric, and Research

MAT 121 Pre-Calculus

PCS 120 College Physics I (with lab)

<b>Major Required Courses</b>	<b>25</b>
-------------------------------	-----------

BIO 120 Introduction to Cell and Molecular Biology (with lab)

BIO 202 Introduction to Plant Biology (with lab)

BIO 260 Introduction to Microbiology (with lab)

BIO 280 General Zoology (with lab)

BIO 300 Biology Seminar

BIO 320 Genetics (with lab)

BIO 360 Principles of Ecology (with lab)

### Major Electives

Select four:	<b>14-16</b>
--------------	--------------

BIO 220 Anatomy and Physiology I (with lab)

BIO 222 Anatomy and Physiology II (with lab)

BIO 230 Pathophysiology

BIO 312 Taxonomy of Vascular Plants (with lab)

BIO 308 Invertebrate Biology (with lab)

BIO 310 Vertebrate Zoology (with lab)

BIO 340 Cell Biology and Physiology (with lab)

BIO 406 Evolutionary Biology (with lab)

BIO 410 Immunobiology (with lab)

BIO 420 Aquatic Zoology (with lab)

BIO 432 Limnology (with lab)

BIO 440 Biochemistry

BIO 450 Thesis Project

BIO 460 Behavioral Endocrinology (with lab)  
 BIO 299 or 499 Independent Study  
 BIO 490 Internship in Biology  
 BIO 491 Undergraduate Teaching Assistant  
 MAT 250 Computer Programing  
 MAT 321 Calculus II or higher  
 PCS 122 College Physics II (with lab)

**Associated Fields** **19**

CHE 182 General Chemistry II (with lab)  
 CHE 380 Organic Chemistry I (with lab)  
 CHE 382 Organic Chemistry II (with lab)  
 MAT 200 Introduction to Statistics  
 MAT 221 Calculus I

**General Electives** **10-12**

**Total Semester Credits Required in Degree** **120**

### **Pre-Medical, Pre-Dental, and Pre-Pharmacy (Concentration)**

Preparation for medical, dental, and pharmacy schools is slanted toward molecular biology. Additional math (Calculus II), psychology, sociology, and microeconomics are also useful.

<b>Courses</b>	<b>Total Credits Required</b>
----------------	-----------------------------------

<b>Courses required from General Education Curriculum</b>	<b>50</b>
---	-----------

CHE 180 General Chemistry I (with lab)  
 ENG 102 Composition and Literature or 103 Composition, Rhetoric, and Research  
 MAT 121 Pre-Calculus  
 PCS 120 College Physics I (with lab)

<b>Major Required Courses</b>	<b>25</b>
-------------------------------	-----------

BIO 120 Introduction to Cell and Molecular Biology (with lab)  
 BIO 202 Introduction to Plant Biology (with lab)  
 BIO 260 Introduction to Microbiology (with lab)  
 BIO 280 General Zoology (with lab)  
 BIO 300 Biology Seminar  
 BIO 320 Genetics (with lab)  
 BIO 360 Principles of Ecology (with lab)

<b>Major Electives (recommended)</b>	<b>15</b>
--------------------------------------	-----------

BIO 340 Cell Biology (with lab)  
 BIO 410 Immunobiology (with lab)  
 BIO 440 Biochemistry  
 PCS 122 General Physics II (with lab)

**Associated Fields** **19**

CHE 182 General Chemistry II (with lab)  
 CHE 380 Organic Chemistry I (with lab)  
 CHE 382 Organic Chemistry II (with lab)  
 MAT 103 Introduction to Statistics  
 MAT 221 Calculus I

**General Electives** **11****Total Semester Credits Required in Degree** **120****Pre-Veterinary (Concentration)**

Preparation for veterinary school is slanted toward molecular biology and biochemistry. Additional physics and math enhance candidate credentials.

**Courses** **Total Credits Required****Courses required from General Education Curriculum** **50**

CHE 180 General Chemistry I (with lab)  
 ENG 102 Composition and Literature or 103 Composition, Research, and Rhetoric  
 MAT 121 Pre-Calculus  
 PCS 120 College Physics I (with lab)

**Major Required Courses** **25**

BIO 120 Introduction to Cell and Molecular Biology (with lab)  
 BIO 202 Introduction to Plant Biology (with lab)  
 BIO 260 Introduction to Microbiology (with lab)  
 BIO 280 General Zoology (with lab)  
 BIO 300 Biology Seminar  
 BIO 320 Genetics (with lab)  
 BIO 360 Principles of Ecology (with lab)

**Major Electives (recommended)** **15**

BIO 308 Invertebrate Zoology (with lab)  
 BIO 310 Vertebrate Zoology (with lab)  
 BIO 340 Cell Biology (with lab)  
 BIO 440 Biochemistry

**Associated Fields** **19**

CHE 182 General Chemistry II (with lab)  
 CHE 380 Organic Chemistry I (with lab)  
 CHE 382 Organic Chemistry II (with lab)  
 MAT 103 Introduction to Statistics

MAT 221 Calculus I

**General Electives** **11**

**Total Semester Credits Required in Degree** **120**

**Pre-Physical Therapy (Concentration)**

Preparation for graduate work in physical therapy includes a two-unit sequence in Human Anatomy and Physiology and a second course in Physics in the major electives.

<b>Courses</b>	<b>Total Credits Required</b>
----------------	-------------------------------

<b>Courses required from General Education Curriculum</b>	<b>50</b>
---	-----------

CHE 180 General Chemistry I (with lab)  
 ENG 102 Composition and Literature or 103 Composition, Rhetoric, and Research  
 MAT 121 Pre-Calculus  
 PCS 120 College Physics I (with lab)

<b>Major Required Courses</b>	<b>25</b>
-------------------------------	-----------

BIO 120 Introduction to Cell and Molecular Biology (with lab)  
 BIO 202 Introduction to Plant Biology (with lab)  
 BIO 260 Introduction to Microbiology (with lab)  
 BIO 280 General Zoology (with lab)  
 BIO 300 Biology Seminar  
 BIO 320 Genetics (with lab)  
 BIO 360 Principles of Ecology (with lab)

<b>Major Electives (recommended)</b>	<b>16</b>
--------------------------------------	-----------

BIO 220 Anatomy and Physiology I (with lab)  
 BIO 222 Anatomy and Physiology II (with lab)  
 BIO 340 Cell Biology (with lab)  
 PCS 122 General Physics II (with lab)

<b>Associated Fields</b>	<b>19</b>
--------------------------	-----------

CHE 182 General Chemistry II (with lab)  
 CHE 380 Organic Chemistry I (with lab)  
 CHE 382 Organic Chemistry II (with lab)  
 MAT 103 Introduction to Statistics  
 MAT 221 Calculus I

<b>General Electives</b>	<b>10</b>
--------------------------	-----------

<b>Total Semester Credits Required in Degree</b>	<b>120</b>
--	------------



**Pre-Field Biology (Concentration)**

Preparation for graduate work in field biology includes field identification of plants and a basic understanding of geology.

<b>Courses</b>	<b>Total Credits Required</b>
<b>Courses required from General Education Curriculum</b>	<b>50</b>
CHE 180 General Chemistry I (with lab) ENG 102 Composition and Literature 103 Composition, Rhetoric, and Research MAT 121 Pre-Calculus PCS 120 College Physics I (with lab)	
<b>Major Required Courses</b>	<b>25</b>
BIO 120 Introduction to Cell and Molecular Biology (with lab) BIO 202 Introduction to Plant Biology (with lab) BIO 260 Introduction to Microbiology (with lab) BIO 280 General Zoology (with lab) BIO 300 Biology Seminar BIO 320 Genetics (with lab) BIO 360 Principles of Ecology (with lab)	
<b>Major Electives (recommendations)</b>	<b>16</b>
BIO 312 Taxonomy of Vascular Plants (with lab) BIO 308 Invertebrate Zoology (with lab) BIO 310 Vertebrate Zoology (with lab) BIO 450 Thesis Project	
<b>Associated Fields</b>	<b>19</b>
CHE 182 General Chemistry II (with lab) CHE 380 Organic Chemistry I (with lab) CHE 382 Organic Chemistry II (with lab) MAT 103 Introduction to Statistics MAT 221 Calculus I	
<b>General Electives</b>	<b>10</b>
<b>Total Semester Credits Required in Degree</b>	<b>120</b>

**Bachelor of Science (B.S.) in Biology Education****Courses****Total Credits  
Required****General Education Curriculum****48-49**

ART 105 Art Appreciation, MUS 105 Music Appreciation, THE 105 Theatre Appreciation, or  
 ENG 280 Introduction to Creative Writing  
 BIO 120 Introduction to Cell and Molecular Biology (with lab)  
 COM 108 Communicating Effectively  
 EDU 164 Values, Character, and Leadership Development  
 EDU 225 Lifespan Development From a Multicultural Perspective  
 ENG 101 Composition  
 ENG 103 Composition, Rhetoric, and Research  
 Literature Course  
 FYS 101 Seminar in Critical Thinking  
 2 History courses  
 MAT 102 College Algebra or MAT 121 Pre-Calculus (4)  
 PED 100 Fitness for College and Life (2) or PED 200 Lifetime Fitness and Wellness (for students age 21  
 and older) (4)  
 PSY 101 Introduction to Psychology  
 Religion Course  
 SPA 101 Elementary Spanish I

**PSOE Biology Education Curriculum****Major Field Courses****3**

EDU 230 Common Elements of Differentiated Instruction

**Teaching Field Courses****31**

BIO 122 General Biology (with lab)  
 BIO 202 Introduction to Plant Biology (with lab)  
 BIO 280 General Zoology (with lab)  
 BIO 320 Genetics (with lab)  
 BIO 260 Introductory Microbiology (with lab)  
 BIO 360 Principles of Ecology (with lab)  
 BIO 406 Evolutionary Biology (with lab)  
 BIO 491 Undergraduate Teaching Assistant

**Affiliated Teaching Field Courses****15**

CHE 180 General Chemistry I (with Lab)  
 CHE 182 General Chemistry II (with lab)  
 MAT 103 Introduction to Statistics  
 PCS 220 Physics for Life (with lab)

**Professional Sequence Courses** **30**

EDU 327 Differentiated Instruction and Assessment

EDU 329 Teaching in the Inclusion Classroom

EDU 384 Differentiation Through Technology

EDU 399 Clinical Practice: Reading and Writing in the Content Areas for Diverse Learners

EDU 440 Clinical Practice: Spirituality and the Nurturing Classroom

EDU 471 Clinical Practice: Biology

EDU 495 Clinical Residency with Seminars: Biology (12)

**Total Semester Credits Required in Degree** **128**

## Bachelor of Science (B.S.) in Criminal Justice - Sociology

This major focuses on the criminal justice system, deviance, and the law. This combination allows those wishing to pursue careers in law enforcement to gain an understanding of deviance, organizational behavior, administration, and grant writing.

<b>Courses</b>	<b>Total Credits Required</b>
<b>General Education Curriculum</b>	<b>50-51</b>
ENG 102 Composition and Literature or ENG 103 Composition, Rhetoric, and Research POL 101 Introduction to Political Science PSY 101 Introduction to Psychology SOC 105 Introduction to Sociology **Must make a C or better to take higher level SOC course work	
<b>Major Required</b>	
<b>Criminal Justice Core</b>	
SOC 360 Introduction to Criminal Justice and Criminology	3
<b>Professional Development Courses</b>	<b>9</b>
SSC 321 Qualitative Research Methods	
Select two of the following: CJS 410 Capstone: Criminal Justice Ethics SSC 315 Statistics for Social and Behavioral Sciences SSC 325 Survey Design and Analysis SSC 340 Program Evaluation and Needs Assessment SSC 470 Independent Research Project , or SSC 490 Social Science Internship, or Criminal Justice Study Abroad Program	
<b>Variable Theoretical Foundations</b>	<b>6</b>
CRJ 350 Criminological Theory SOC 350 Deviant Behavior and Social Control	
<b>Content Courses</b>	<b>15</b>
POL 385 Constitutional Law PSY 310 Abnormal Psychology SOC 310 Social Inequality: Class, Race, and Gender SOC 330 Gender and Society or SOC 320 Race and Ethnic Relations SOC 380 Family Violence	
<b>Elective Courses</b>	
Select two: CJS 300 Comparative CJ Systems	

CJS 305 Juvenile Delinquency

CRJ 405 Murder Around the World

POL 380 Judicial Process

SOC 498 Special Topics in Sociology

SOC 300 Global Social Problems

SOC 380 Family Violence

SSC 450 Leadership

**General Electives**

**28-29**

**Total Semester Credits Required in Degree**

**120**

## **Bachelor of Science (B.S.) in Cultural Diversity - Sociology**

We live in an increasingly diverse world. Employers are demanding that their employees be trained in issues of multiculturalism and diversity. Students in this major will have in-depth exposure to the complexity of culture and society. Students will acquire a global perspective and the conceptual tools necessary to work in a variety of professional and academic positions.

<b>Courses</b>	<b>Total Credits Required</b>
<b>General Education Curriculum</b>	<b>48-49</b>
ENG 102 Composition and Literature or ENG 103 Composition, Rhetoric, and Research SOC 105 Introduction to Sociology **Must make a C or better to take higher level SOC course work	
<b>Major Required Courses</b>	<b>41</b>
<b>Sociology Core:</b>	
<b>Professional Development Courses</b>	<b>14</b>
SSC 315 Statistics for Social and Behavioral Sciences SSC 321 Qualitative Research Methods SSC 325 Survey Design and Analysis SSC 340 Program Evaluation and Needs Assessment SSC 470 Independent Research Project or SSC 490 Social Science Internship	
<b>Theoretical Foundations</b>	<b>6</b>
SOC 372 Sociological Theory SSC 450 Leadership	
<b>Content Courses</b>	<b>21</b>
COM 360 Intercultural Communication SOC 300 Global Social Problems SOC 310 Social Inequality: Class, Race and Gender SOC 320 Race and Ethnic Relations SOC 330 Gender and Society SOC 340 Marriages and Families SSC 495 Diverse People	
<b>General Electives</b>	<b>30-31</b>
<b>Total Semester Credits Required in Degree</b>	<b>120</b>

## Bachelor of Science (B.S.) in Cybersecurity

The Bachelor of Science in Cybersecurity prepares cybersecurity professionals capable of applying technical skills and the knowledge of security management to protect computerized information systems from a wide variety of threats, and to manage the risks associated with modern information technology usage. Graduates in this field often pursue careers as technical specialist or as analyst-level information security in businesses, government, and the military; as business intelligence developers; as data technicians; or as management analysts.

<b>Courses</b>	<b>Total Credits Required</b>
<b>General Education Curriculum</b>	<b>48-49</b>
<b>General Education Courses Required in the Major:</b>	
ENG 103 Composition, Research, and Rhetoric	
MAT 103 Introduction to Statistics	
MAT 215 Computer Programming (4)	
<b>Major Required Course</b>	<b>64</b>
<b>Mathematics Core Courses</b>	<b>14</b>
MAT 121 Pre-Calculus (4)	
MAT 221 Calculus I (4)	
MAT 231 Introduction to Logic and Set Theory	
MAT 330 Discrete Mathematics	
<b>IT Core Courses</b>	<b>17</b>
MIT 245 Introduction to Network Technology	
MIT 265 Systems Administration	
MIT 285 Network Architecture	
MIT 430 Computer Security and Penetrating Testing (4)	
MIT 450 Cybersecurity Capstone (4)	
<b>Computer Forensics Courses</b>	<b>12</b>
MIT 335 Organization Security and Cyber-Attacks (4)	
MIT 345 Application Security (4)	
MIT 355 Computer Forensics (4)	
<b>Cyber Attacks Courses</b>	<b>20</b>
MIT 336 System Assurance Security (4)	
MIT 346 Cyber Defense and Counter-Measures (4)	
MIT 356 Cyber-Attacks and Ethical Hacking (4)	
MIT 416 Principles of Public and Private Security (4)	

MIT 426 Security Assessment and Solutions (4)

**General Electives**

**8-9**

**Total Semester Credits Required in Degree**

**120**



## Bachelor of Science (B.S.) in Mathematics

The Bachelor of Science program in mathematics provides students with the mathematical background necessary for careers in a variety of fields, including operations research, finance, statistics, computer science, information technology, biotechnology, actuarial science, and mathematical modeling. It also prepares students for further study in mathematics.

Courses	Total Credits Required
<b>General Education Curriculum</b>	<b>48-49</b>
<b>General Education Courses Required in the Major:</b>	
ENG 103 Composition, Rhetoric, and Research	
MAT 103 Introduction to Statistics	
MAT 215 Computer Programming (4)	
<b>Major Required Course</b>	<b>51</b>
<b>Mathematics Core Courses</b>	<b>21</b>
MAT 121 Pre-Calculus (4)	
MAT 221 Calculus I (4)	
MAT 231 Introduction to Logic and Set Theory	
MAT 321 Calculus II (4)	
MAT 330 Discrete Mathematics	
MAT 450 Senior Seminar in Mathematics	
<b>Mathematics Elective Courses</b>	<b>22</b>
MAT 421 Calculus III (4), and	
Select at least 9 hours of 400-level courses from:	
MAT 220 College Geometry	
MAT 298 Special Topics in Mathematics	
MAT 299 Independent Study in Mathematics	
MAT 310 Abstract Algebra	
MAT 320 Linear Algebra	
MAT 410 Real Analysis	
MAT 420 Differential Equations	
MAT 430 Numerical Analysis	
MAT 480 Mathematics Internship (1-3)	
MAT 498 Special Topics in Mathematics	
MAT 499 Independent Study in Mathematics	
<b>Associated Field Required Courses</b>	<b>8</b>

Select one cycle with labs:

PCS 120 College Physics I (with lab) and PCS 122 College Physics II (with lab) or  
PCS 230 Physics with Calculus I (with lab) and PCS 232 Physics with Calculus II (with lab)

**General Electives** **20-21**

**Total Semester Credits Required in Degree** **120**

## Bachelor of Science (B.S.) in Mathematics, Cybersecurity Concentrations: Cyber Attacks or Computer Forensics

The IT concentrations in Cyber Attacks or Computer Forensics represent the first step toward a degree in Information Assurance and Cybersecurity. Graduates in this field often pursue careers as technical specialist or as analyst-level information security in businesses, government and the military, as business intelligence developers, data technicians or management analysts. By completing one of these concentrations, a student earns a B.S. degree in Mathematics while acquiring familiarity and mastery of the skills needed to apply ethical, legal, and policy issues to Information Technology and to create IT solutions to solve organizational problems.

<b>Courses</b>	<b>Total Credits Required</b>
<b>General Education Curriculum</b>	<b>48-49</b>
<b>General Education Courses Required in the Major:</b>	
ENG 103 Composition, Rhetoric, and Research	
MAT 103 Introduction to Statistics	
MAT 215 Computer Programming (4)	
<b>Major Required Courses</b>	<b>60-61</b>
<b>Mathematics Core Courses</b>	<b>22</b>
MAT 121 Pre-Calculus (4)	
MAT 221 Calculus I (4)	
MAT 231 Introduction to Logic and Set Theory	
MAT 321 Calculus II (4)	
MAT 330 Discrete Mathematics	
MAT 450 Senior Seminar in Mathematics	
<b>Mathematics Elective Courses</b>	<b>9-10</b>
MAT 310 Abstract Algebra, and at least 6 hours of 400-level MAT courses	
<b>Associated Field Required Courses</b>	<b>8</b>
Select one cycle with labs:	
PCS 120 College Physics I (with lab) and PCS 122 College Physics II (with lab) or	
PCS 230 Physics with Calculus I (with lab) and PCS 232 Physics with Calculus II (with lab)	
<b>IT Required Courses</b>	<b>9</b>
MIT 245 Introduction to Network Technology	
MIT 265 Systems Administration	
MIT 285 Network Architecture	
<i>Select one of the following two concentrations:</i>	
<b>Cyber Attacks Concentration</b>	<b>12</b>
MIT 336 System Assurance Security (4)	

MIT 346 Cyber Defense and Counter Measures (4)  
MIT 356 Cyber Attacks and Ethical Hacking (4)

*Or*

**Computer Forensics Concentration (12)**

MIT 335 Organization Security and Cyber Attacks (4)  
MIT 345 Application Security (4)  
MIT 355 Computer Forensics (4)

**General Elective Courses**

**10-12**

**Total Semester Credits Required in Degree**

**120-121**

## **Bachelor of Science (B.S.) in Mathematics, Quantitative Sciences Concentration**

The Quantitative Science concentration is designed for students willing to pursue a career and/or an M.S. or Ph.D. degree in any quantitative science field. With this concentration, a student earns a B.S. degree in Mathematics while exploring various scientific avenues and developing skills useful for biology, biotechnology, chemistry, geology, engineering, mathematics, medical technology, meteorology, and physics, to name a few.

<b>Courses</b>	<b>Total Credits Required</b>
<b>General Education Curriculum</b>	<b>49</b>
<b>General Education Courses Required in the Major</b>	
BIO 122 Introduction to Organismal Biology (with lab)	
ENG 103 Composition, Rhetoric, and Research	
MAT 103 Statistics	
MAT 215 Computer Programming (4)	
<b>Major Required Courses</b>	<b>58-62</b>
<b>Mathematics Core Courses</b>	<b>21</b>
MAT 121 Pre-Calculus (4)	
MAT 221 Calculus I (4)	
MAT 231 Introduction to Logic and Set Theory	
MAT 321 Calculus II (4)	
MAT 330 Discrete Mathematics	
MAT 450 Senior Seminar in Mathematics	
<b>Mathematics Elective Courses</b>	<b>13</b>
MAT 320 Linear Algebra	
MAT 420 Differential Equations	
MAT 421 Calculus III (4)	
MAT 430 Numerical Analysis	
<b>Associated Field Required Courses</b>	<b>24-28</b>
Select one cycle with labs:	
PCS 120 College Physics I (with lab) and PCS 122 College Physics II (with lab) or	
PCS 230 Physics with Calculus I (with lab) and PCS 232 Physics with Calculus II (with lab)	
And either:	
Complete the Biology Minor (12-16) and one course with lab numbered CHE 121 or above, or GEO 125 or above (4)	
or	
Complete the Accounting Minor (18)	
<b>General Elective Courses</b>	<b>9-14</b>

**Total Semester Credits Required in Degree**

**120**

## Bachelor of Science (B.S.) in Mathematics Education

<b>Courses</b>	<b>Total Credits Required</b>
<b>General Education Curriculum</b>	<b>49</b>
<p>Arts Experience Course            COM 108 Communicating Effectively            ENG 101 Composition            ENG 103 Composition and Research            ENG 203 British Literature I, ENG 204 British Literature II, ENG 223 American Literature I,                ENG 224 American Literature II, ENG 271 World Literature I, or ENG 272 World Literature II            FYS 101 Seminar in Critical Thinking            HIS 111 Western Civilization I, HIS 112 Western Civilization II, HIS 120 World History I, or                HIS 121 World History II            HIS 251 US History I or HIS 252 US History II            MAT 103 Introduction to Statistics            MAT 215 Computer Programming (4)            PCS 120 College Physics I (with lab)            PED 100 Fitness for College and Life (2) or SSP 200 Lifetime Fitness and Wellness (for students age 21                and older) (4)            EDU 164 Values, Character, and Leadership Development            PSY 101 Introduction to Psychology            REL 104 Introduction to Religion, REL 204 Survey of the Old Testament, or REL 205 Survey of the                New Testament            SPA 101 Elementary Spanish I</p>	
<b>PSOE Mathematics Education Curriculum</b>	
<b>Major Field Courses</b>	<b>6</b>
<p>EDU 225 Lifespan Development from a Multicultural Perspective            EDU 230 Common Elements of Differentiated Instruction            EDU 325 Differentiated Curriculum and Instruction</p>	
<b>Teaching Field Courses (Required)</b>	<b>24</b>
<p>MAT 121 Pre-Calculus (4)            MAT 220 College Geometry            MAT 221 Calculus I (4)            MAT 231 Introduction to Logic and Set Theory            MAT 321 Calculus II (4)            MAT 421 Calculus III (4)            MAT 450 Senior Seminar in Mathematics</p>	
<b>Electives</b>	<b>12-13</b>
<p>Select 4 of the following courses with at least 6 hours of 400-level MAT courses:                MAT 298 Special Topics in Mathematics</p>	

MAT 299 Independent Study in Mathematics  
MAT 310 Abstract Algebra  
MAT 320 Linear Algebra  
MAT 330 Discrete Mathematics  
MAT 410 Real Analysis  
MAT 420 Differential Equations  
MAT 430 Numerical Analysis  
MAT 480 Mathematics Internship (1-3)  
MAT 498 Special Topics in Mathematics  
MAT 499 Independent Study in Mathematics

**Professional Sequence Courses****33**

EDU 327 Differentiated Instruction and Assessment  
EDU 329 Teaching in the Inclusion Classroom  
EDU 384 Differentiation through Technology  
EDU 399 Clinical Practice: Reading and Writing in the Content Areas for Diverse Learners  
EDU 440 Clinical Practice: Spirituality and the Nurturing Classroom  
EDU 472 Clinical Practice: Mathematics  
EDU 496 Clinical Residency with Seminars: Mathematics (12)

**Total Semester Credits Required in Degree****124-125**



## Bachelor of Science (B.S.) in Political Science

The Bachelor of Science degree in political science provides students with an understanding of government and politics through a combination of theoretical and empirical analysis and practical experience. The program develops critical thinking, analysis, and communication skills through a combination of classroom experience and internship opportunities designed to instill students with firsthand experience and practical understanding of governmental policy and practice.

Students are prepared for an array of career options in the public and private sectors. Graduates of the political science program may go on to administrative careers with federal, state, and local governmental agencies, nonprofit organizations, campaign management, diplomacy, teaching, and many other career options. Political science majors are also prepared to enter graduate study in political science, law, international studies, public administration, urban planning, diplomacy, or related subjects.

<b>Courses</b>	<b>Total Credits Required</b>
<b>General Education Core</b>	<b>48-49</b>
<b>General Education Courses Required in the Major</b>	
BUS 206 Principles of Economics (Macroeconomics) ENG 102 Composition and Literature or ENG 103 Composition, Rhetoric, and Research POL 101 American Government	
<b>Major Required Courses</b>	<b>21</b>
POL 311 Comparative Politics POL 301 International Politics POL 420 Senior Seminar SSC 315 Statistics for the Social and Behavioral Sciences SSC 321 Qualitative Research Methods SSC 325 Survey Design and Analysis SSC 340 Program Evaluation and Needs Assessment Select one of the following: POL 306 Classical Political Thought or POL 308 Modern Political Thought	
<b>Major Electives</b>	<b>12</b>
Select four: POL 368 Interest Groups and Public Policy POL 385 Constitutional Law POL 472 Media and Politics POL 498 Special Topics in Political Science POL 499 Independent Study in Political Science SSC 490 Social Science Internship	

**General Electives**

**39**

**Total Semester Credits Required in the Degree**

**120**

## Bachelor of Science (B.S.) in Psychology

The psychology major is a liberal arts baccalaureate degree program designed to introduce students to the science of psychology. The program will help students prepare for a lifetime of continued learning and vocational achievement. Students majoring in psychology can enter a variety of careers or pursue post-graduation education in the behavioral sciences. The psychology major is not a professional degree program; students are not trained as therapists, counselors, or mental health technicians.

<b>Courses</b>	<b>Total Credits Required</b>
----------------	-----------------------------------

<b>General Education Curriculum</b>	<b>49</b>
-------------------------------------	-----------

### General Education Courses Required in the Major

BIO 120 Introduction to Cell and Molecular Biology (with lab)

BIO 122 Introduction to Organismal Biology (with lab)

ENG 102 Composition and Literature or ENG 103 Composition, Rhetoric, and Research

PSY 101 Introduction to Psychology\*

SOC 105 Introduction to Sociology

\*Students must make a C or better in PSY 101 in order to take a higher level PSY course.

<b>Major Required Courses</b>	<b>25</b>
-------------------------------	-----------

PSY 200 Life-span Developmental Psychology

PSY 210 Personality

PSY 310 Abnormal Psychology

PSY 330 Physiological Psychology

PSY 325 Experimental Methodology in Psychology

PSY 420 Senior Seminar in Psychology

SSC 315 Statistics for the Social and Behavioral Sciences

SSC 321 Qualitative Research Methods

<b>Major Electives</b>	<b>9</b>
------------------------	----------

Select three:

PSY 340 Cognition and Memory

PSY 350 Social Psychology

PSY 360 Behavior Analysis

PSY 370 Environmental Psychology

PSY 440 Advanced Child Development

PSY 498 Special Topics in Psychology

PSY 499 Independent Study in Psychology

SSC 470 Independent Research Project

SSC 490 Social Science Internship

<b>General Electives</b>	<b>37</b>
--------------------------	-----------

Note: At least half of the General Electives must be upper level courses (300- or 400-level). Students should register for PSY 103/PSY 303 in spring semesters. Please consult with your academic advisor to determine the proper course number.

<b>Total Semester Credits Required in Degree</b>	<b>120</b>
--	------------

## Bachelor of Science (B.S.) in Social Services - Sociology

Reinhardt University will offer its students the ability to fine-tune their knowledge focusing on issues of families such as parenting skills, child development, and families' relation to other institutions. This major allows the graduate a wide range of post-graduate studies and a respected area of study within the business world. This concentration also allows those interested in pursuing advanced degrees in social work a solid undergraduate foundation.

<b>Courses</b>	<b>Total Credits Required</b>
<b>General Education Curriculum</b>	<b>48-49</b>
ENG 102 Composition and Literature or ENG 103 Composition, Rhetoric, and Research SOC 105 Introduction to Sociology **Must make a C or better to take higher level SOC course work	
<b>Major Required Courses</b>	<b>41</b>
<b>Sociology Core:</b>	
<b>Professional Development Courses</b>	<b>14</b>
SSC 315 Statistics for Social and Behavioral Sciences SSC 321 Qualitative Research Methods SSC 325 Survey Design and Analysis SSC 340 Program Evaluation and Needs Assessment SSC 470 Independent Research Project or SSC 490 Social Science Internship	
<b>Theoretical Foundations</b>	<b>6</b>
SOC 372 Sociological Theory SSC 450 Leadership	
<b>Content Courses</b>	<b>21</b>
PSY 200 Lifespan Development SOC 300 Global Social Problems SOC 310 Social Inequality: Class, Race, and Gender SOC 330 Gender and Society SOC 340 Marriages and Families SOC 345 Parenting Roles: Mothering and Fathering SOC 380 Family Violence	
<b>General Electives</b>	<b>30-31</b>
<b>Total Semester Credits Required in Degree</b>	<b>120</b>

## Mathematics and Sciences Minors

### Courses

### Total Credits Required

#### Biology Minor

The biology minor is open to all students who complete BIO 120 and/or BIO 122 for the General Education requirements and enrich it with the Biology Seminar Course (BIO 300) and the following courses within Biology. Students will complete at least 12 credit hours in Biology courses beyond the general education curriculum.

#### Total Credit Hours

**at least 12**

#### Minor Required Courses

**9**

BIO 120 Introduction to Cell and Molecular Biology (with lab) (Required unless satisfied in other major/minor or General Education Curriculum)

BIO 122 Introduction to Organismal Biology (with lab) (Required unless satisfied in other major/minor or General Education Curriculum)

BIO 300 Biology Seminar

#### Minor Electives

**7-8**

Select at least two:

BIO 220 Anatomy and Physiology I (with lab)

BIO 222 Anatomy and Physiology II (with lab)

BIO 260 Introductory Microbiology (with lab)

BIO 280 General Zoology (with lab)

BIO 302 Introduction to Plant Biology (with lab)

BIO 312 Taxonomy of Vascular Plants (with lab)

BIO 308 Invertebrate Biology (with lab)

BIO 310 Vertebrate Zoology (with lab)

BIO 320 Genetics (with lab)

BIO 340 Cell Biology and Physiology (with lab)

BIO 360 Principles of Ecology (with lab)

BIO 406 Evolutionary Biology (with lab)

BIO 410 Immunobiology (with lab)

BIO 432 Limnology (with lab)

BIO 440 Biochemistry

#### Chemistry Minor

The chemistry minor is open to all students who complete the chemistry requirements for a Biology major. Students will complete at least 16 credit hours in Chemistry courses and a course in Biochemistry.

#### Total Credit Hours Required

**at least 19**

#### Minor Required Courses

**19-20**

BIO 440 Biochemistry

CHE 180/181 General Chemistry I (with lab)

CHE 182/183 General Chemistry II (with lab)  
 CHE 380/381 Organic Chemistry I (with lab)  
 CHE 382/383 Organic Chemistry II (with lab)

### **International Relations Minor**

The minor will consist of 15 hours.

Students will take SSC 105 Introduction to International Relations. This course will serve as an introduction to the minor. They will then select three courses from the list below. No more than two classes may be taken in the same area. Their final class will meet the requirement noted below.

#### **Required:**

SSC 105 Introduction to International Relations 3

**Content courses:** 9

Select 3 in at least 2 different areas:

- BBA 455 Global Managerial Leadership
- BIO 370 Floral and Faunal Reconnaissance and Analysis
- BUS 407 International Business
- CJS 300 Comparative Criminal Justice Systems
- CJS 405 Murder Around the World
- COM 360 Intercultural Communications
- COM 398 Special Topics in Global/Intercultural Communication
- EDU 225 Lifespan Development from a Multicultural Perspective
- EDU 336 Literacy Instruction and ESOL
- FRE 301 Practical Conversation
- MUS 325 World Music
- POL 301 International Politics
- POL 311 Comparative Politics
- PSY 370 Environmental Psychology
- SCI 395 Field Methods
- SOC 300 Global Social Problems
- SPA 310 Spanish for Business
- SSC 495 Diverse Peoples
- WLC 198 Special Topics
- WLC 298 Special Topics

\*\* BUS 307 Organizational Behavior, Regional History courses (for example, History of Ireland) and Regional Literature courses (for example, British Literature or Literature of Ireland) will count for this section if taken as part of a study abroad experience.

**Capstone experience** 3

Working with an advisor, each student will complete: a study abroad experience, an internship with a group dealing with international projects, or independent research focused on relevant international topics. After it has been graded, we request the final project, journal, or research paper be submitted (electronically) to the Coordinator of International Relations.

Any special topics offered that may meet the intention of the minor may be approved for credit by the Coordinator of International Relations.

### **Mathematics Minor**

The demand for technologically sophisticated and adaptable workers continuously increases. The Mathematics Minor shows the ability of the recipient to generalize, improve, and modify his or her own skills.

Requisites: pass with a grade of *C* or better the MAT courses chosen according to the following criteria.

**Total Credit Hours** **at least 12**

**Minor Required Courses (if not used for General Education Curriculum)** **4-8**

MAT 121 Pre-Calculus (4)

MAT 221 Calculus I (4)

Select at least two MAT courses, one of which is recommended to be numbered 300 or above:

**Minor Electives (select at least two)** **6-8**

MAT 103 Introduction to Statistics

MAT 215 Computer Programming (4)

MAT 220 College Geometry

MAT 298 Special Topics in Mathematics

MAT 310 Abstract Algebra

MAT 320 Linear Algebra

MAT 321 Calculus II (4)

MAT 330 Discrete Mathematics

MAT 410 Real Analysis

MAT 420 Differential Equations

MAT 421 Calculus III (4)

MAT 430 Numerical Analysis

MAT 450 Senior Seminar in Mathematics

MAT 498 Special Topics in Mathematics

### **Mathematics Minors in Cyber Attacks or Computer Forensics**

By completing one of these two minors, a student will acquire familiarity and reinforcement of the skills needed to apply ethical, legal, and policy issues to Information Technology and to create IT solutions to solve organizational problems.

**Total Credit Hours** **13-23**

**Mathematics Required (if not used for General Education Curriculum)** **0-10**

MAT 103 Introduction to Statistics

MAT 215 Computer Programming (4)

MAT 330 Discrete Mathematics

**IT Required 9**

MIT 245 Introduction to Network Technology  
 MIT 265 Systems Administration  
 MIT 285 Network Architecture

**IT Elective 4**

MIT 335 Organization Security and Cyber Attacks (4) - Computer Forensics Minor  
 MIT 336 System Assurance Security (4) - Cyber Attacks Minor

**Political Science Minor**

Political, social, and economic processes are keys to understanding the human experience in a global community. The Political Science minor will assist students to explore issues emerging from the aforementioned structures and processes within both domestic and global contexts. The general objectives for reaching these goals will cover global understanding and appreciation of cultural diversity, critical thinking and problem solving skills, research and analytical skills, and effective written and oral communication skills.

**Total Credit Hours 18****General Education Course Requirements**

ENG 102 Composition and Literature or ENG 103 Composition, Rhetoric, and Research  
 POL 101 American Government

**Minor Required Courses 12**

POL 301 International Politics  
 POL 311 Comparative Politics  
 SSC 315 Statistics for the Social and Behavioral Sciences or  
 SSC 321 Qualitative Research Methods  
 Select one of the following:  
     POL 306/PHI 306 Classical Political Thought or  
     POL 308/PHI 308 Modern Political Thought

**Minor Electives 6**

Select two:  
     POL 368 Interest Groups and Public Policy  
     POL 385 Constitutional Law  
     POL 420 Senior Seminar  
     POL 472 Media and Politics  
     POL 498 Special Topics in Political Science  
     POL 499 Independent Study in Political Science  
     SSC 490 Social Science Internship



**Pre-Law Minor**

The Pre-Law minor is designed to develop and enhance those skills required both at law school and in a legal career. It is based on recommendations set down for undergraduate colleges by the Association of American Law Schools. The AALS suggests that interested students develop basic skills and insights in:

- Comprehension and expression of words
- Critical understanding of the human institution and values with which law deals
- Creative power of thinking

The Pre-Law minor entails challenging coursework that reinforces and extends the foundation gained through the General Education Core, provides advanced analytical and writing skills, and introduces the student to the social and governmental structures that underlie the law. This minor may be combined with any major field of concentration.

**Total Credit Hours** **18**

**General Education Course Requirement**

COM 108 Communicating Effectively

POL 101 American Government

PSY 101 Introduction to Psychology

**Minor Required Courses** **6**

POL 385 Constitutional Law

Select one of the following:

POL 306/PHI 306 Classical Political Thought or

POL 308/PHI 308 Modern Political Thought

**Minor Electives** **12**

Select at least four:

BUS 290 Legal and Ethical Environment of Business

COM 370 Media Law and Ethics

POL 498 Special Topics in Political Science

SOC 250 Deviant Behavior and Social Control

SOC 360 Principles of Criminal Justice and Criminology

SOC 380 Family Violence

SSC 490 Social Science Internship

**Psychology Minor**

**Total Credit Hours** **19**

**General Education Course Requirement**

PSY 101 Introduction to Psychology

**Minor Required Courses** 13

PSY 200 Life-Span Developmental Psychology  
 PSY 210 Personality  
 PSY 325 Experimental Methodology in Psychology  
 SSC 315 Statistics for Social and Behavioral Sciences

**Minor Electives** 6

Select two:

PSY 340 Cognition and Memory  
 PSY 350 Social Psychology  
 PSY 360 Behavior Analysis  
 PSY 370 Environmental Psychology  
 PSY 440 Advanced Child Development  
 PSY 498 Special Topics in Psychology  
 PSY 499 Independent Study in Psychology  
 SSC 470 Independent Research Project  
 SSC 490 Social Science Internship

**Social Science Research Minor**

**Total Credit Hours** 15

**Minor Required Courses** 15

PSY 325 Experimental Methodology in Psychology  
 SSC 315 Statistics for Social and Behavioral Sciences  
 SSC 321 Qualitative Research Methods  
 SSC 325 Survey Design and Analysis  
 SSC 340 Program Evaluation and Needs Assessment

**Sociology Minor**

**Total Credit Hours** 15-16

**General Education Course Requirement**

SOC 105 Introduction to Sociology

**Minor Required Courses:** 3-4

Must select one of the following courses:

SSC 315 Statistics for Social and Behavioral Sciences  
 SSC 321 Qualitative Research Methods

**Minor Elective Courses** 12

Any four courses with a SOC or SSC prefix not already used for minor or major program requirements.



# Cauble School of Nursing and Health Sciences

DR. GLYNIS D. BLACKARD, PH.D., DEAN

OFFICE: DOBBS 125

TELEPHONE: 770-720-9205

E-MAIL: GDB@REINHARDT.EDU

Website: <https://www.reinhardt.edu/schools-programs/cauble-school-of-nursing-health-sciences/>

## Program Mission

The mission of Cauble School of Nursing and Health Sciences is to prepare students to be competent, caring, professional, generalist nurses who are lifelong learners and thrive in providing competent, safe, ethically-responsible, culturally-sensitive, patient and family centered care in the ever-changing healthcare landscape.

## Bachelor of Science in Nursing (B.S.N.) Conceptual Framework

In keeping with the Reinhardt University's Mission statement and the School of Nursing Mission Statement, the Reinhardt Faculty hold the following beliefs about Persons, Environment, Health, Nursing, and Nursing Education:

### Persons

Humans are holistic, having an existence other than the sum of their parts that encompass the mind, body, and spirit. Humans are biological, psychological, social and cultural, and spiritual beings. Each human is created uniquely, equally valuable in the sight of God, and has individual needs, wants, and rights.

Each human is biological, a living organism, that interacts with the environment and has a physical beginning and end.

Humans are psychological and complex with the ability for awareness, intellect, cognitive function, motivation, feelings, and a wide array of emotions.

Humans are social and cultural, and thus relational. Humans are made to interact with God, friends, families, and individuals in the

community. Humans are influenced by culture, beliefs, behaviors, attitudes, values, traditions, and practices.

Humans are spiritual beings having a spirit or soul, capable of faith and a relationship with God and others.

### Environment

Environment includes the total circumstances surrounding the human being. The physical world as well as chemical, biological, cultural, economic, political, and developmental influences are part of the environment. Air and water quality, toxic substances, home, community, and health access may interact with the human, requiring change and adaptation, and subsequently affect the health of the human.

### Health

Health is unique and individualized: an overall condition for each person at a specific point and time along life's journey. Health includes biological and physical body systems as well as psychological, social and cultural, and spiritual components of the whole person functioning at its greatest potential. Health is being the very best one can be considering all circumstance.

Humans have the potential for any unique component of the person to become unbalanced and impact any or all components negatively at which point a person can become unhealthy.

### Nursing

Nursing is an applied discipline in which both art and science are utilized to assist the professional nurse in providing therapeutic interventions for humans in need of nursing care along the continuum of health. The professional nurse has

an understanding of nursing practice, theories, research, physical science, life science, mathematical science, social science, humanities, ethics, philosophy, leadership, and technological sciences.

“Nursing is the protection, promotion, and optimization of health and abilities; prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response; and advocacy in the care of individuals, families, communities, and populations” (American Nurses Association, 2010b, p.10).

Caring is an essential component of patient- and family-centered care, and demonstrates faith and the way that the nurse communicates compassion, empathy, concern, protection, attention, and love for fellow man.

Nurses utilize theoretical, research, and evidenced-based knowledge along with the problem solving process known as the nursing process in providing healthcare to the community. As the coordinator of care, the nursing process is utilized with individuals, families, and populations to assess, diagnose, plan, implement, and evaluate healthcare opportunities for improvement along the continuum of health.

### **Nursing Education**

It is the belief of the faculty that the baccalaureate in nursing, grounded in the liberal arts and sciences, is the minimal and foundational level of education for the professional nurse.

The School of Nursing is not only committed to encouraging the nursing student to remember, understand, apply, analyze, and evaluate scientific and empirical knowledge, theory, evidenced based practice and research that encompasses nursing practice but also to also aspire to be future-directed and create new opportunities for nursing in the ever-changing environment of healthcare in the local and global community.

An emphasis on integrity, respect, accountability, responsibility, and treating all with dignity in

every circumstance is an essential component of nursing education.

To encourage the use of critical thinking and clinical reasoning as well as the application of the nursing process as students participate in didactic, lab, simulation, and therapeutic relationships with individuals in the community.

As the coordinator of care, the professional nurse is responsible for effective communication, providing quality care, considering legal and ethical implications of practice as well as organization and leadership principles while infusing every aspect of practice with the safety of individuals, communities, and populations.

Being a role model, preparing the student for lifelong learning and excellent nursing practice to meet the needs of individuals and communities, as well as local and global populations in the ever-changing healthcare landscape is an essential role of nursing faculty.

## **Cauble School of Nursing Program Goals**

1. Provide baccalaureate nursing education within a liberal arts framework with a focus on the art and science of nursing, recognizing the need to address all human needs biologically, psychologically, socially/culturally, and spiritually as entry into practice and the basis for pursuing graduate education.
2. Graduate prepared B.S.N. students who meet criteria for licensure and are able to enter practice and function as a generalist novice nurse.
3. Prepare graduates to be flexible and have the ability to adapt in the ever-changing healthcare landscape.
4. Prepare graduates to be leaders that can impact patient care, the healthcare environment, and the communities they serve.

## **BSN Student Learning Outcomes**

Cauble School of Nursing B.S.N. graduates will demonstrate the following characteristics and behaviors:

**Domain I Communication**

- Demonstrate caring therapeutic communication and collaboration grounded in theory and techniques to be utilized across the disciplines, with individuals, families, and communities including the use of verbal, written, informatics, and technology.

**Domain II Critical Thinking and Inquiry**

- Infuse research, evidenced-based information, and safe quality therapeutic interventions throughout the process utilized for nursing practice – the nursing process.
- Utilize both critical thinking and clinical reasoning to determine prevention, treatment, education, and follow-up in caring for individuals and the community in the role of the professional nurse.
- Apply legal, organizational, management, and leadership principles and techniques in the daily care of the individual in nursing practice.
- Demonstrate knowledge of quality improvement principles, state and federal regulatory agencies, accreditation agencies, economics, healthcare policy, and reform.

**Domain III Society and Culture**

- Understand the role of the professional nurse in respecting culturally diverse populations and providing holistic care to these individuals.
- Demonstrate knowledge of theory and practice advocacy for vulnerable individuals, communities, and populations.
- Understand the legal and ethical rights to self-determination in regard to health.

**Domain IV Values and Ethics**

- Demonstrate self-assessment, accountability, and responsibility for self in preparation for the role of the professional nurse.
- Understand legal responsibility for actions and inaction in the role of the professional nurse.
- Demonstrate ethical principles, reasoning, and problem solving in the role of the professional nurse.

- Self-Assess and evaluate growth personally, spiritually, and as a nursing professional based on moral and ethical principles, Christian principles of faith, and nursing principles.

**B.S.N. Admission Requirements**

Admission requirements for the Cauble School of Nursing and Health Sciences can be found in the Admissions Policies and Procedures section, on page D-8.

**B.S.N. Requirements for Progression in the Program**

The student enrolls in the courses in nursing education according to the prescribed sequence. At least a *C* grade in each nursing course is required for progression in the nursing curriculum. Students who receive a grade of less than *C* in any nursing course may not proceed within the nursing program. Based on the School of Nursing re-enrollment policy and procedure, students may be re-admitted to the nursing program. For more information, see Re-Enrollment Policy and Procedure (below). Nursing courses may be repeated only once. Permission to progress must be obtained from School of Nursing faculty and will be dependent upon meeting course prerequisites and co-requisites. A student who receives a grade of *D* or below must reapply to the School of Nursing for consideration to be allowed to repeat the nursing course the next time it is offered in the scheduled sequence of courses. To progress to the final year of the program, a student must have a minimum GPA of 2.0.

Continuation in the program is also contingent upon compliance with ethical and professional standards of conduct. Students who remove school or hospital property without permission will be subject to immediate disciplinary action. Graduation requirements follow the guidelines of Reinhardt University.

**Re-Enrollment Policy and Procedure**

1. Students who have failed the didactic or clinical portion of a nursing course or withdrawn from one nursing course for any reason may be

considered for readmission to the school of nursing as directed by the Dean of the School of Nursing and Health Sciences. Withdrawal or failure (a grade less than C) from a nursing course does not guarantee readmission.

2. The student's application will be considered competitively with all other applicants.

3. After failing two (2) nursing courses the student will not be readmitted to the Nursing Program, but will be advised to seek another major.

4. Student performance and disposition during the previous admission to the School of Nursing will be highly considered during the re-admission process; therefore, re-acceptance is not guaranteed.

5. Resources and space must be available in the required course to be taken.

6. The student must initiate the request for re-enrollment through Reinhardt University processes.

7. The student must submit a letter to the Dean of the School of Nursing at least one semester before the requested return semester. The letter should include the reason for the previous failure, what obstacles prevented success, and a plan of action that will enhance future success.

8. The Dean, in collaboration with faculty, will review the petition and make a decision about re-admission.

9. If re-admittance is granted, it will be contingent upon successful completion of proficiency exams and skill competencies prescriptive to the point at which the student is re-entering the program. This may include passing comprehensive course examinations and demonstrating competency through skill check-offs.

10. The student will be granted one attempt to pass proficiency testing.

### **B.S.N. Program Purpose (Description)**

The purpose of the Cauble School of Nursing is to prepare future professional nurses in both the science and art of nursing. The purpose includes

preparing the student to be a nurse who is both caring and compassionate, utilizing critical thinking, clinical reasoning, and evidenced-based therapeutic interventions to meet the healthcare needs of culturally diverse populations along the continuum of health. In addition, the purpose of the Reinhardt School of Nursing is to prepare the student for the role of the professional nurse in the ever-changing climate of healthcare in both the local and global community.

NOTE: All Reinhardt B.S.N. students must adhere to all policies and procedures published in the B.S.N Student Handbook.

### **Registered Nurse to Bachelor of Science in Nursing (R.N. to B.S.N.) Cauble School of Nursing and Health Sciences Purpose**

The purpose of Reinhardt University's Cauble School of Nursing and Health Sciences is to prepare future professional nurses in both the science and art of nursing. The purpose includes preparing the student to be a nurse who is both caring and compassionate, and who utilizes critical thinking, clinical reasoning, and evidenced based therapeutic interventions to meet the health care needs of culturally diverse populations along the continuum of health. In addition, the purpose of the Cauble School of Nursing and Health Sciences is to prepare the student for the role of the professional nurse in the ever changing climate of healthcare in both the local and global community.

### **Cauble School of Nursing and Health Sciences Mission**

The mission of the Cauble School of Nursing and Health Sciences is to prepare students to be competent, caring, professional, generalist nurses who are lifelong learners and thrive in providing competent, safe, ethically-responsible, culturally-sensitive, patient- and family-centered care in the ever-changing healthcare landscape.

### **Cauble School of Nursing and Health Sciences Vision**

The Reinhardt School of Nursing will utilize established and innovative educational practices to produce the next generation of nurses

grounded in the roles of leaders, innovators, collaborators, educators, researchers, and practice experts in providing compassionate, safe, quality-focused nursing care.

### **Cauble School of Nursing and Health Sciences Values**

Cauble School of Nursing and Health Sciences values build upon Reinhardt University values of faith, learning, and leading and include:

- Integrity
- Accountability
- Responsibility
- Respect
- Caring
- Diversity
- Excellence
- Visionary

### **The R.N. to B.S.N. Program**

The Registered Nurse to Bachelor of Science in Nursing (R.N. to B.S.N.) program is a completion program designed for nurses who have a diploma or an associate's degree (technical) who want to acquire a B.S.N. (professional).

Practicing nurses who are returning to school to earn a baccalaureate degree will have to meet requirements that may include possession of a valid R.N. license and an associate degree or hospital diploma from an accredited institution as well as all of the clinical grid requirements.

The R.N. to B.S.N. student will be required to apply to the University, submit transcripts, receive a transfer credit evaluation, and acquire general education and associated credit as outlined in the traditional Reinhardt University setting, or online if available, before applying to the school of nursing and the R.N. to B.S.N. program.

### **Admission criteria for the R.N. to B.S.N. program:**

Admission requirements for the R.N. to B.S.N. program can be found in the Admissions Policies and Procedures section, on page D-8.

Didactic in the nursing classes of the R.N. to B.S.N. program will be administered in an online format. (35credits) Clinical in the R.N. to B.S.N. program will be in labs on campus, or preceptor based in the community setting.

Once success in the first nursing class of the curriculum has been achieved, the student will be awarded 31 credits for prior nursing accomplishments and experience. The program is offered year-round.

### **Student Learning Outcomes**

Cauble School of Nursing and Health Sciences B.S.N. graduates will demonstrate the following characteristics and behaviors:

#### **Domain I: Communication**

- Demonstrate caring, therapeutic communication and collaboration grounded in theory and techniques to be utilized across the disciplines, with individuals, families, and communities including the use of verbal and written communication, informatics, and technology.

#### **Domain II: Critical Thinking and Inquiry**

- Infuse research, evidenced based information, and safe, quality therapeutic interventions throughout the process utilized for nursing practice – the nursing process.

- Utilize both critical thinking and clinical reasoning to determine prevention, treatment, education, and follow-up in caring for individuals and the community in the role of the professional nurse.

- Apply legal, organizational, management, and leadership principles and techniques in the daily care of the individual in nursing practice.

- Demonstrate knowledge of quality improvement principles, state and federal regulatory agencies, accreditation agencies, economics, and healthcare policy and reform.

**Domain III: Society and Culture**

- Understand the role of the professional nurse in respecting culturally-diverse populations and providing holistic care to these individuals.
- Demonstration of theory and practice advocacy for vulnerable individuals, communities, and populations.
- Understand the legal and ethical rights to self-determination in regard to health.

**Domain IV: Values and Ethics**

- Demonstrate self-assessment, accountability, responsibility for self in preparation for the role of the professional nurse.
- Understand legal responsibility for actions and inactions in the role of the professional nurse.
- Demonstrate ethical principles, reasoning, and problem-solving in the role of the professional nurse.
- Self-Assess and evaluate growth personally, spiritually, and as a nursing professional based on moral and ethical principles, Christian principles of faith, and nursing principles.

**Special Features and Activities**

R.N. to B.S.N. nursing classes are offered in an on-line environment.



**Bachelor of Science in Nursing (B.S.N.)****Courses****Total Credits  
Required****General Education Curriculum**

Arts Experience

BIO 120 Introduction to Cellular and Molecular Biology

COM 108 Fundamentals of Speech

ENG 101 Composition

ENG 102 Composition and Literature or ENG 103 Composition, Rhetoric, and Research

ENG 203 British Literature I, ENG 204 British Literature II, ENG 223 American Literature I,

ENG 224 American Literature II, ENG 271 World Literature I, or ENG 272 World Literature II

FYS 101 First Year Seminar

POL 101 American Government

HIS 111 Western Civilization to 1650, HIS 112 Western Civilization Since 1650, HIS 120

World History I, HIS 121 World History II, HIS 210 World Geography, HIS 251 American

History to 1865, or HIS 252 American History Since 1865

PED 100 Fitness for College and Life

POL 101 American Government

PSY 101 Introduction to Psychology

Religion (REL 204 Survey of the Old Testament or REL 205 Survey of the New Testament  
are recommended)

SOC 105 Introduction to Sociology

**Associated Courses Required in the Major**

BIO 220 and 221 Human Anatomy and Physiology I (with lab)

BIO 222 and 223 Human Anatomy and Physiology II (with lab)

BIO 230 Pathophysiology

BIO 260 and 261 Introductory Microbiology (with lab)

CHE 130 and 131 Chemistry for the Health Science (with lab), or CHE 180 and 181 General Chemistry  
(with lab)

MAT 103 Introduction to Statistics

PSY 200 Developmental Psychology

**Total General Education and Associated Courses****67****Nursing Curriculum**

NUR 301 Introduction to Professional Nursing

3

NUR 302 Foundations of Pharmacology

1

NUR 303 Clinical Pharmacology I

2

NUR 304 Clinical Pharmacology II

2

NUR 305 Holistic Health Assessment and Lab (40 clock hours)

3

NUR 306 Nursing Evidenced-Based Practice and Research

3

NUR 307 Clinical Foundations of Nursing Practice: Clinical (80 clock hours) and Lab (40 clock hours)

6

NUR 308 Nutrition, Health Promotion, and Wellness

2

NUR 401 Nursing Care of the Adult: Clinical (120 hours clock hours)

6

NUR 402 Mental Health: Clinical (80 clock hours)

4

NUR 403 Nursing Care of the Adult with High-Acuity Needs: Clinical (120 clock hours)

6

NUR 404 Maternal-Child Health: Clinical (80 clock hours)

5

---

NUR 405 Nursing care of Children and Families: Clinical (80 clock hours)	5
NUR 406 Leadership and Management: Immersion into Practice: Clinical (120 clock hours)	6
NUR 407 Community and Population Health: Clinical (80 clock hours)	5
NUR 408 Synthesis of Nursing Practice	2
<b>Total Nursing credit hours</b>	<b>61</b>
<b>Total credits for the degree</b>	<b>128</b>

**Bachelor of Science in Nursing (R.N. to B.S.N.)****Courses****Total Credits****Required****General Education/Associated Course Curriculum****62****Major Required Courses****35**

(R.N. to B.S.N.)

NUR 309 Perspectives in Professional Nursing

NUR 310 Health Assessment for the Registered Nurse

NUR 311 Nursing Research and Evidenced based Practice

NUR 409 Nursing Legalities and Ethics

NUR 410 Community and Global Population-Focused Health

NUR 411 Nursing Leadership

NUR 412 Health Policy and Nursing Informatics

NUR 413 Nursing Considerations for Aging and Health

**Capstone**

NUR 414 Nursing Capstone

**6****Experience Credit****31**

(Credit awarded after passing NUR 309)

**Total Semester Credits Required in Degree****128**

# School of Performing Arts



FREDRICK TARRANT, PH. D., DEAN

OFFICE: FALANY PERFORMING ARTS CENTER ROOM: 105

TELEPHONE: 770-720-9221 FAX: 770-720- 9164

E-MAIL: FKT@REINHARDT.EDU

Website: <http://www.reinhardt.edu/academics/music/index.html>

## Mission

The School of Performing Arts combines conservatory-style music and theatre training with rigorous academic degree programs that prepare its majors for professional careers and graduate studies. Its professors, instructors, and staff foster a caring environment that encourages students to strive toward their potential in an atmosphere of support and high expectations. The School provides enrichment opportunities for the entire university as well as the wider community through participation in performing ensembles, applied music studies, and a variety of academic courses of general interest. It also plays a principal role in the cultural life of Reinhardt University, sponsoring a wide variety of theatre productions, concerts, and recitals each season open to the public.

## Degree Programs

The School of Performing Arts offers four degrees:

- Bachelor of Arts in Theatre
- Bachelor of Fine Arts in Musical Theatre
- Bachelor of Music Education (P-12)
- Bachelor of Music in:
  - Performance
  - Sacred Music

## General Information

Performing Arts students must successfully complete all university-wide general education requirements and meet the specific core requirements of the curricula they select in the School of Performing Arts. Some degree plans have specific requirements for General Education courses that must be taken in selected domains.

(See General Education Courses Required in the Major for each degree.)

It is possible for all students working toward degrees in the School of Performing Arts to complete their programs in eight semesters, but students who enter with deficiencies may require extra semesters.

Candidates for the Bachelor of Music degree in performance must complete, at a minimum, junior and senior recitals in the major performance area. Recitals must meet the minimum standards for performance excellence as established by the music faculty. Students in Music Education and Sacred Music must complete a senior recital. Musical Theatre students must complete a senior showcase.

All candidates for the Bachelor of Music and Bachelor of Music Education degrees must demonstrate piano proficiency. The required skills are built into a four-semester class piano sequence to be taken during the freshman and sophomore years. Students completing the four semester hours of Class Piano with a grade of C or better will have demonstrated the appropriate proficiency. Musical Theatre majors demonstrate keyboard proficiency by completing a two-semester class piano sequence during the sophomore year. Students majoring in piano or minoring in music must pass a proficiency test. The specific requirements are listed in the Music Student Handbook.

Hill Freeman Library houses most of the collections for the music and theatre divisions, including scores, recordings, composers' collected works, monographs, scripts, etc. Piano pedagogy library materials are housed in the

Class Keyboard Lab in FPAC 204. Four computer stations and study spaces are available in FPAC 136 for student use.

B.M and B.M.E majors must participate in a major performance ensemble each semester they are enrolled as a full-time student. B.F.A. majors must be enrolled in a major ensemble for a total of 4 semesters. Music minors must be enrolled in a major ensemble every semester they are taking classes to fulfil their minor. All students whose major areas are wind, brass, or percussion will enroll in Wind Ensemble each semester, and they must enroll in Marching Band and Pep Band their freshman and sophomore years. Students whose performance area is voice will enroll in the Concert Choir. Piano performance majors will enroll in the Wind Ensemble, Concert Choir, or Orchestra. Applied guitar majors will enroll in the Guitar Ensemble.

Students majoring in music must earn a grade of *C* or better in all music courses. Music courses with a grade lower than *C* must be repeated until a grade of *C* is achieved.

All first-time freshman are required to attend Performing Arts Orientation sessions. See the Music Student Handbook and the Theatre Student Contract for details.

## Music

### Student Learning Outcomes

Students who complete the Bachelor of Music (B.M) in Music Performance or Bachelor of Music (B.M) in Sacred Music will be able to:

1. Demonstrate the ability to understand and use the basic theoretical elements of music.
2. Demonstrate knowledge of the development of musical genres and traditions in both Western and non-Western cultures.
3. Demonstrate the ability to perform at an advanced level on a major performance medium and with proficiency on secondary instruments, displaying an understanding of styles representative of specific composers and historical periods.

4. Demonstrate the ability to collaborate in applied lessons, ensemble rehearsals, and performances.

5. Demonstrate professionalism in the following areas: initiative, self-discipline, time-management, preparation, and pedagogy.

Teacher candidates who complete the Bachelor of Music Education (B.M.E) program will:

1. Use knowledge of curriculum, learner differences, and ongoing assessment data to plan for student access to same essential content.
2. Utilize a variety of strategies to differentiate instruction and provide an academically challenging environment for all students.
3. Use systematic formal and informal assessment as an ongoing diagnostic activity to measure student growth and to guide, differentiate, and adjust instruction.
4. Display a professional commitment to the teaching philosophy of differentiated instruction to support students' diverse learning needs and to maximize learning.

## Admission Policies

Admission requirements for the School of Performing Arts can be found in the Admissions Policies and Procedures section, on page D-9.

## Advising

The Dean for the School of Performing Arts advises each new freshman and transfer student. A permanent advisor will be assigned during the first semester of study.

Students are encouraged to make regular appointments with their advisors. The School provides a graduation checklist for each student. The student and the advisor will make regular use of this checklist as the student progresses toward completion of a degree program. Students are encouraged to keep an up-to-date checklist because the completion of all graduation requirements is each student's responsibility.

## Applied Music Exams

All music majors enrolled for private study in applied music are required to perform on an applied examination before the appropriate music faculty at the end of each semester of study. Students will be evaluated on the level of performance for the current semester in addition to the overall level of achievement. The results of the applied exam will play a significant role in determining a student's continued enrollment in a music degree program. Students presenting a junior or senior recital must present a recital hearing at least four weeks before the scheduled recital date. Based on the hearing results, the music faculty may recommend the recital be cancelled, postponed, repeated in part or as a whole, or performed as scheduled. Students presenting a junior or senior recital are exempt from the applied exam for the semester during which the recital is performed.

## Music Faculty

- Matthew Anderson—*Program Coordinator, Guitar, Theory*
- Dr. Melissa Arasi—*Music Education Coordinator*
- Reverie Berger—*Voice*
- Mason Conklin—*Piano Pedagogy, Music Technology*
- Daniel Kirk—*Director of Instrumental Studies*
- Brian Osborne—*Musical Theatre, Opera, Vocal Coaching*
- Rebecca Salter—*Voice*
- Anne Schantz—*Voice*
- Cory Schantz—*Voice*
- Martha Shaw—*Director of Choral Activities*
- Fredrick Tarrant—*Dean, Music History*
- Alex Wasserman—*Piano, Theory*

## Adjunct Music Faculty and Staff

- Marla Bishop—*Piano*
- Cody Brookshire—*Composition, Theory*
- John Bryant—*Trumpet*

- Kelly Bryant—*Flute*
- Liz Burkhardt—*Bassoon*
- Wanda Cantrell—*Ensemble Coordinator, Staff Accompanist*
- Pedro Carreras—*Voice*
- Jessica Conklin—*Piano*
- Nicolas Deuson—*Guitar, World Music, First Year Seminar*
- Paul Dickenson—*Euphonium, Tuba*
- Nathan Frank—*Voice, Church music*
- Leslie Gillis—*Music Education*
- Gary Gribble—*Music Education*
- David Harrison—*Athletic Bands*
- Jeanne Heinze—*Clarinet*
- Marcena Kenny—*Staff Accompanist*
- Nathaniel Lee—*Percussion*
- Janelle Martinez—*Staff Accompanist*
- Hollie Lawing Prichard—*Trombone*
- Pamela Radford—*Organ, Staff Accompanist*
- Michelle Rickard—*Music Education*
- Shelley Riddle—*Piano*
- Peter Riggs—*Horn*
- Lisa Sayre—*Oboe*
- Diliana Slavova—*Harpsichord, Staff Accompanist*
- Fabia Smith—*Staff Accompanist*
- Kelly Thomas—*Music Education*
- Charles Tighe—*Music Education*
- Melanie Williams—*Staff Accompanist*

## Theatre

### Mission

The Theatre B.A. focuses on all aspects of theatre production – acting, directing, technical design, and literary analysis – and includes a strong emphasis on the history of performance art.

Students will be prepared for careers requiring people with the ability to write and speak, to think creatively and independently, to understand the great complexities of the human condition, and to collaborate with others on a group project. Graduates of the program will also be prepared for graduate study in theatre or a related academic or professional discipline.

### **Student Learning Outcomes**

Students who complete the Bachelor of Arts (B.A.) in Theatre or the Bachelor of Fine Arts (B.F.A.) in Musical Theatre will:

1. Learn a firm foundation in terminology, language, theory, and ideology that reflects the standard concepts used in theatre.
2. Learn how to prepare for the professional world of theatre in which they will be able to display basic competencies in the following areas: Performance, Musical Theatre Performance, Production, Directing, and Design. Students will demonstrate an understanding of character, motivation, and objective which will be evident in their final projects and presentations performed in their performance and design classes.
3. Demonstrate appropriate critical and creative thinking skills as well as writing and research skills in theatre history. Students will have a basic understanding of major theatre movements throughout history and how they interacted with, effected, or reacted to their own culture.
4. Be able to identify different genres and styles of dramatic literature, and be able to evaluate, synthesize, and critique dramatic plays and scenes.

### **Special Features**

- Participate in University theatre productions.
- Participate in a theatre internship.
- Attend local dramatic performances.

### **Theatre Faculty and Staff**

- Morgan Brooks—*Technical and Operations Manager*
- David Nisbet—*Program Coordinator, Acting, Directing*
- Brian Osborne—*Musical Theatre Music Director*

### **Adjunct Theatre Faculty and Staff**

- Chad Daniel—*Theatre Appreciation, Stage Make Up*
- Jamie McCord—*Dance*
- Jan Nisbet—*Costumes*

## Bachelor of Arts (B.A.) in Theatre

The B.A. in Theatre is a comprehensive degree focuses on acting, directing, technical theatre, and theatre history. This degree is designed for those students who would choose a broad, liberal arts education with a strong focus in theatre rather than the concentrated performance focus of the B.F.A. in Musical Theatre.

<b>Courses</b>	<b>Total Credits Required</b>
<b>General Education Curriculum</b>	<b>48-50</b>
<b>Major Required Courses</b>	<b>37</b>
THE 100, 200, 300, 400 Theatre Lab (one semester each year)	
THE 220 Acting I	
THE 225 Voice for the Actor I	
THE 230 Stagecraft	
THE 320 Audition Techniques	
THE 325 Introduction to Directing	
THE 330 Elements of Theatrical Design	
THE 335 Movement for Theatre	
THE 360 Dramatic Literature	
THE 410 Theatre History I	
THE 411 Theatre History II	
THE 490 Senior Capstone	
<b>Major Electives</b>	<b>15</b>
Select at least 15 hours:	
THE 205 Play in Production	
THE 206 Play in Performance	
THE 315 Advanced Acting	
THE 340 Stage Combat	
THE 336 Movement for Theatre II	
THE 337 On-Camera Technique	
THE 355 Voice for the Actor II	
THE 425 Advanced Directing	
THE 430 Independent Study in Theatre History	
THE 432 Theatre Internship	
<b>General Electives</b>	<b>18-20</b>
<b>Total Semester Credits Required in Degree</b>	<b>120</b>



## Bachelor of Fine Arts (B.F.A.) in Musical Theatre

The B.F.A. in Musical Theatre is a program highly focused on preparation for a stage career, concentrating on the major components required for success in the musical theatre world: acting, singing, and dancing. The degree prepares students to audition for major theatre companies with confidence.

<b>Courses</b>	<b>Total Credits Required</b>
<b>General Education Curriculum</b>	<b>48</b>
<b>General Education Courses Required in the Major</b>	
MUS 325 World Music (may satisfy either Arts Experience or Global Studies requirement)	
THE 410 Theatre History I (satisfies History requirement)	
THE 411 Theatre History II (satisfies History requirement)	
<b>Major Required Courses: Music</b>	<b>33</b>
MUS 130 Fundamentals of Conducting	
MUS 134 Practical Harmony I	
MUS 135 Practical Harmony II	
MUT 140/141, 240/241, 340/341, 440/441, 450/451, 460/461 Dance Technique 1-6 (complete four consecutive levels only)	
MUT 167 Musical Theatre Workshop (6 semesters)	
MUT 245, 345, 445 Dance Fitness and Conditioning 2-4	
MUT 324 History of Musical Theatre	
MUT 350 Acting in Musical Theatre I	
MUT 351 Acting in Musical Theatre II	
<b>Major Required Courses: Theatre</b>	<b>25</b>
THE 225 Voice for the Actor	
THE 220 Acting I	
THE 230 Stagecraft	
THE 315 Advanced Acting	
THE 320 Audition Techniques	
THE 335 Movement for Theatre	
THE 355 Voice for the Actor II	
Theatre Lab one semester each year (THE 100-400)	
<b>Applied Major</b> (8 semesters)	<b>16</b>
MUS 151 Studio Class (must be taken concurrently with private applied lessons)	<b>0</b>
<b>Secondary/Class Piano</b>	<b>2</b>
Senior Showcase Required	
Large Ensemble Participation - 4 semesters required (zero credit)	
<b>Total Semester Hours Required for the Degree</b>	<b>124</b>

## Bachelor of Music (B.M.) in Performance

The Bachelor of Music Program is designed to provide students with extensive training and experience as performers. In addition to the core music courses, students will select an applied area of study from four tracks: Vocal, Piano, Organ, or Instrumental. Graduates of this program may pursue graduate study, offer private studio teaching, or pursue professional performance opportunities.

Courses	Total Credits Required
<b>General Education Curriculum</b>	<b>48</b>
<b>General Education Courses Required in the Major</b>	
MUS 321 Music History I (satisfies HIS requirement)	
MUS 322 Music History II (satisfies HIS requirement)	
MUS 325 World Music (satisfies Arts Experience requirement)	
Students following the Voice Track must take a two-course sequence in foreign language.	
<b>Major Required Courses</b>	<b>22</b>
MUS 142 Fundamentals Lab (exempted for students scoring at least 90% on entrance exam)	
MUS 143 Music Theory I	
MUS 144 Music Theory II	
MUS 153 Aural Skills I	
MUS 154 Aural Skills II	
MUS 216 Music Theory III	
MUS 217 Music Theory IV	
MUS 226 Aural Skills III	
MUS 227 Aural Skills IV	
MUS 312 Music Theory V: Form and Analysis	
MUS 315 Music Theory VI: Post-Tonal Analytical Techniques	
<b>Applied Major</b> (8 semesters)	<b>16</b>
MUS 151 Studio Class (must be taken concurrently with private applied lessons)	<b>0</b>
<b>Applied Minor/Class Piano</b>	<b>4</b>
Music Ensemble (each semester)	8
Junior and Senior Recital Required	
Piano Proficiency Exam Required	
Select One of the Following Tracks:	
<b>Guitar Track</b>	<b>26</b>
MSE 353 Percussion Methods and Materials	
MUS 130 Conducting	
MUS 411 Orchestration and Arranging	
MUS 455 Guitar Pedagogy	
MUS 471 Guitar Solo Literature	
MUS 472 Guitar Ensemble Literature	
Secondary Applied Guitar (rock, jazz, folk fingerstyle, sight-reading, improvisation)	

**Electives: 8 hours****Instrumental Track****29**

MUE 116 Instrumental Choir Class – 8 semesters of participation  
Chamber Music Ensemble – 4 semesters of participation  
MUS 130 Fundamentals of Conducting  
MUS 255 Computer Applications in Music  
MUS 302 Advanced Conducting  
MUS 320 Rhythmic Sensitivity  
MUS 326 Advanced Aural Skills  
MUS 344 Instrumental Pedagogy  
MUS 405 Professional Practices of Music Business  
MUS 411 Orchestration and Arranging  
MUS 493 Chamber Literature Seminar  
MUS 496 Literature of the Instrument

**Electives: 9 hours****Piano Track****22**

MUS 130 Conducting  
MUS 300 Functional Keyboard Musicianship  
MUS 370 Stringed Keyboard Literature I (Baroque/Classical)  
MUS 372 Stringed Keyboard Literature II (Romantic/Contemporary)  
MUS 373 Collaborative Piano  
MUS 473 Piano Pedagogy I  
MUS 474 Piano Pedagogy II  
MUS 475 Group Piano Pedagogy I  
MUS 476 Group Piano Pedagogy II  
Select one:  
    MUA 410 Composition (2)  
    MUS 310 Counterpoint  
    MUS 411 Orchestration and Arranging

**Electives: 8 hours****Vocal Track****29**

MUE 168 Opera Workshop (2 semesters)  
MUS 130 Conducting  
MUS 302 Advanced Conducting  
MUS 360 Diction for Singers I (Italian and German)  
MUS 361 Diction for Singers II (French and English)  
MUS 460 Vocal Literature  
MUS 465 Vocal Pedagogy  
MUT 140 Dance Technique I-A  
MUT 141 Dance Technique I-B  
THE 220 Acting I  
THE 335 Movement for Theatre

**Electives: 8 hours**

**Total Semester Credits Required in Degree**

**120-127**

## Bachelor of Music (B.M.) in Sacred Music

The B.M. in Sacred Music is consistent with Reinhardt's mission and focus as a faith-based institution. While receiving a rigorous training in the music core curriculum, students are trained for service in churches of varied denominations.

<b>Courses</b>	<b>Total Credits Required</b>
<b>General Education Curriculum</b>	<b>48</b>
<b>General Education Courses Required in the Major</b>	
MUS 321 Music History I (satisfies HIS requirement)	
MUS 322 Music History II (satisfies HIS requirement)	
MUS 325 World Music (satisfies Arts Experience requirement)	
REL 104 Introduction to Religion (satisfies REL requirement)	
<b>Major Courses required</b>	<b>40-42</b>
MUS 130 Fundamentals of Conducting	
MUS 142 Fundamentals Lab (exempted for students scoring at least 90% on entrance exam)	
MUS 143 Music Theory I	
MUS 144 Music Theory II	
MUS 153 Aural Skills I	
MUS 154 Aural Skills II	
MUS 216 Music Theory III	
MUS 217 Music Theory IV	
MUS 226 Aural Skills III	
MUS 227 Aural Skills IV	
MUS 312 Music Theory V: Form and Analysis	
MUS 300 Functional Keyboard (piano and organ primary only)	
MUS 302 Advanced Conducting	
MUS 430 Church Music Administration	
MUS 431 Structure of Worship	
MUS 432 Congregational Song	
MUS 433 Internship	
REL 300 History of Christianity	
Religion Elective (3)	
Select one:	
MUS 380 Organ Literature	
MUS 460 Vocal Literature	
MUS 483 Choral Literature	
Select one:	
MUA 410 Composition (2)	
MUS 310 Counterpoint	
MUS 315 Music Theory VI: Post-Tonal Analytical Techniques	
MUS 411 Orchestration and Arranging	
<b>General Electives</b>	<b>6</b>
<b>Applied Major</b> (8 semesters)	<b>16</b>
MUS 151 Studio Class (must be taken concurrently with private applied lessons)	<b>0</b>

---

<b>Applied Minor/Class Piano</b>	<b>4</b>
<b>Music Ensemble (each semester)</b>	<b>8</b>
Senior Recital Required	
Piano Proficiency Exam Required	
<b>Total Semester Credits Required in the Degree</b>	<b>122-124</b>

## Bachelor of Music Education (B.M.E.)

The Music Education degree is designed to prepare students for teaching positions in public education, and it leads to K-12 certification in Georgia. Students must be admitted to the Price School of Education, Teacher Education Program, and meet all specific graduation requirements from the PSOE and the School of Performing Arts.

<b>Courses</b>	<b>Total Credits Required</b>
<b>General Education Curriculum</b>	<b>48</b>
<b>General Education Courses Required in the Major</b>	
MUS 321 Music History I (satisfies HIS requirement)	
MUS 322 Music History II (satisfies HIS requirement)	
MUS 325 World Music (satisfies Arts Experience requirement)	
One semester of foreign language	
PSY 101 Introduction to Psychology	
<b>Major Required Courses</b>	<b>23-24</b>
MUS 130 Fundamentals of Conducting	
MUS 142 Fundamentals Lab (exempted for students scoring at least 90% on entrance exam)	
MUS 143 Music Theory I	
MUS 144 Music Theory II	
MUS 153 Aural Skills I	
MUS 154 Aural Skills II	
MUS 216 Music Theory III	
MUS 217 Music Theory IV	
MUS 226 Aural Skills III	
MUS 227 Aural Skills IV	
MUS 300 Functional Keyboard (piano majors only)	
MUS 302 Conducting	
MUS 411 Orchestration and Arranging	
Select one literature course:	
MUS 370 Stringed Keyboard Literature I	
MUS 372 Stringed Keyboard Literature II	
MUS 380 Organ Literature	
MUS 460 Vocal Literature	
MUS 483 Choral Literature	
MUS 491 Solo Instrumental Literature	
MUS 494 Instrumental Chamber Music Literature	
MUS 494 Large Instrumental Ensemble Music Literature	
<b>Music Education Required Courses</b>	<b>31</b>
MSE 150 Foundations in Music Education	
MSE 220 Educational Media and Technology in Music	
MSE 323 Differentiated Curriculum, Instruction, and Assessment for Music in the Elementary Grades	
MSE 324 Differentiated Curriculum, Instruction, and Assessment for Instrumental Music in the Secondary Grades	

MSE 325 Differentiated Curriculum, Instruction, and Assessment for Choral Music in the Secondary Grades\*

\*MUE 100 110 (instrumental primary only; must be taken in conjunction with MSE 325)

MSE 351 Woodwind Methods and Materials

MSE 352 Brass Methods and Materials

MSE 353 Percussion Methods and Materials

MSE 354 String Methods and Materials

Select one:

MSE 340 Introduction to Lyric Diction (vocal primary only)

MSE 330 Marching Band Methods (instrumental primary only)

MSE 335 Jazz Band Methods (instrumental primary only)

MSE 355 Vocal Techniques and Materials (instrumental primary only)

MSE 356 Guitar Methods and Materials

MSE 465 Vocal Pedagogy (vocal primary only)

MSE 450 Clinical Residency Seminar

MSE 490 Clinical Residency for Music Education

**Professional Education Required Courses** **9**

EDU 225 Lifestyle Development from a Multicultural Perspective

EDU 230 Common Elements of Differentiated Instruction

EDU 329 Teaching in the Inclusion Classroom

**Applied Major** (7 semesters) **14**

MUS 151 Studio Class (must be taken concurrently with private applied lessons) **0**

**Applied Minor/Class Piano** **4**

Music Ensemble = 7 Semesters of large ensembles (Instrumental majors must include two semesters of chamber ensembles in conjunction with large ensembles)

Senior Recital Required

Piano Proficiency Exam Required

**Total Semester Hours Required for the Degree** **129-130**



## School of Performing Arts Minors

### Music Minor Courses

**Total Credits  
Required**

**Total Credit Hours**

**22**

### General Education Course Required

MUS 105 Music Appreciation

### Minor Required Courses

MUS 143 Music Theory I and MUS 153 Aural Skills I

MUS 144 Music Theory II and MUS 154 Aural Skills II

MUS 322 Music History II

Primary applied instrument (one hour each for four semesters)

Ensemble (four hours; one hour each semester)\*

\*Ensemble participation is expected during each semester in which the student is enrolled in classes.

### Theatre Minor

**14-15**

Fourteen or fifteen hours from the courses listed below with a grade of *C* or better (in addition to any THE coursework taken to satisfy the requirements of the General Education Core).

THE 205 Play in Production

THE 206 Play in Performance

THE 215 Introduction to Acting

THE 220 Acting I

THE 225 Voice for the Actor I

THE 320 Audition Techniques

THE 325 Introduction to Directing

THE 330 Elements of Theatrical Design

THE 335 Movement for Theatre

THE 360 Dramatic Literature

THE 410 Theatre History I

THE 411 Theatre History II



LESTER W. DRAWDY, M.ED., DEAN

TELEPHONE: 770-720-5927

E-mail: [lwd@reinhardt.edu](mailto:lwd@reinhardt.edu)

Website: <https://www.reinhardt.edu/academics/adult-online-programs/>

# School of Professional Studies

## Mission

The mission of the School of Professional Studies is to provide students with a theoretical and practical educational foundation to augment current professional capabilities, enhance career development potential, as well as prepare students for new career opportunities and/or advanced graduate studies.

The School of Professional Studies houses programs for the adult learner which include online programming, and associate, bachelor, and master's degree programs. The emphasis of the School is on programs that help adult students advance their careers, improve their knowledge base and skill set, and improve job placement opportunities.

The School of Professional Studies also encompasses the Public Safety Institute and the Police Academy.

## Degree Programs

The School of Professional Studies offers bachelor's degree programs in the following areas:

- Bachelor of Arts in Organization Management and Leadership (O.M.L.)
- Bachelor of Criminal Justice (B.C.J.)
- Bachelor Healthcare Administration (B.H.A.)

An associate of science degree (A.S.) is offered in:

- Criminal Justice

## Technical and Professional Training Credit

Students in the School of Professional Studies may be awarded lower division semester credit

hours for certified technical and professional training. Up to 30 semester credits can be requested and awarded toward the bachelor's degree in the area of free electives. Grades and quality points are not given for technical and professional training credit.

Credit is based on learning with consideration given to contact hours, content, and mastery of pertinent materials. A student may petition for the award of academic credit if proper and sufficient documentation is provided demonstrating learning equivalent to that which could be obtained in a lower-division Reinhardt University college course. The student may be required to supplement the documentation by a demonstration of the knowledge for which credit is requested. Petitions for the awarding of credit must be reviewed and approved by the appropriate program coordinator, school dean, Provost, and the University Registrar.

To be eligible, a student must meet the following criteria:

- Be enrolled in a Reinhardt University degree completion program.
- Currently hold an active professional certification or license issued by a recognized state or national organization approved by the Program Coordinator and/or Dean.
- Document at least 2 full-time years of relevant technical or professional employment.
- Have a cumulative GPA of 2.0 or higher.

To request credit a student must:

- Meet with the appropriate program coordinator and/or Dean to ascertain the courses(s) for which the student believes he or she has college-level learning experience.

- Submit proof of holding an active professional certification or licensure approved by the Program Coordinator and/or Dean.
- Submit a current resume or curricula vitae with verifiable proof of having been employed for at least 2 full years in a relevant profession.
- Provide official verification of training completion for which the student believes he or she has college level learning experience (i.e. certificate, letter, etc.).
- Provide official verification of the hours spent in training.
- Provide a syllabus or prescribed program of instruction documenting learning objectives and/or student outcomes.
- Submit a completed Technical and Professional Training Credit Petition along with any supplemental documentation requested by the program coordinator, school dean, Provost, or University Registrar.

## Faculty

- Diane Petty Cagle, M.B.A., *Program Coordinator for the On-Line BBA Program, Program Coordinator for Organizational Management and Leadership*
- Lester W. Drawdy, III, *Assistant Professor; Dean; Coordinator of Criminal Justice Program; Director of Police Academy.*
- Jerry C. Findley, *Assistant Professor; Coordinator of Master of Public Administration.*
- Philip J. Unger, *Assistant Professor; Coordinator of Health Care Administration Program.*

## Organizational Management and Leadership Program

The Reinhardt Advantage Program in Organizational Management and Leadership is a 48 semester hour degree completion program. It produces graduates who possess the needed skills and theoretical background to be effective in leadership related positions in corporate and nonprofit governmental organizational environments impacted by the dynamics of

social, cultural, and market place changes. (Degree not offered on the Main Campus.)

This interdisciplinary degree also provides the appropriate background for those students wishing to attend graduate programs in leadership, business, public administration, and other social science disciplines.

### Admission requirements

Admission requirements for the Organizational Management and Leadership program can be found in the Admissions Policies and Procedures section, on page D-10.

## Bachelor of Criminal Justice Program

The Bachelor of Criminal Justice (BCJ) is a 54 credit hour online degree completion program which focuses on the roles and interactions of the key components of the U.S. Criminal Justice System and issues that affect its structure and functioning. Emphasis is placed on theory as it relates to current practice. The coursework is designed to enhance critical thinking skills and decision making capabilities essential for leaders in the field of criminal justice. The program prepares entry level persons for diverse career opportunities and enhances career development potential for practitioners in the public and private sectors.

### Student Learning Outcomes

Students who complete the Bachelor of Criminal Justice (B.C.J) program will be able to:

1. Describe criminal justice institutions and how they relate to each other.
2. Demonstrate an understanding of the mechanisms, dynamics, and situational context of crime and criminal behavior, and methods of crime prevention.
3. Apply theories related to the policy and practice of the criminal justice system.
4. Demonstrate the ability to access, conduct, interpret, and apply criminal justice research.
5. Demonstrate an understanding of ethical issues and their application to social phenomenon.

**Admission**

Admission requirements for the Bachelor of Criminal Justice program can be found in the Admissions Policies and Procedures section, on page D-9.

**Associate of Science in Criminal Justice (A.S.)****Mission**

The Associate of Science in Criminal Justice provides a foundation for understanding practical realities in criminal justice through application of theory. The program is designed to enhance career-potential for practitioners, develop individuals for baccalaureate studies, and prepare students for entry-level criminal justice professions. A law enforcement concentration leading to P.O.S.T. basic peace officer certification is offered for qualified individuals.

**Student Learning Outcomes**

Students in the Associate of Science in Criminal Justice (A.S.) program will:

1. Explain the infrastructure of the criminal justice system including police, courts, and corrections.
2. Demonstrate the ability to access and apply professional / scholarly literature when addressing issues in criminal justice.
3. Evaluate existing or proposed criminal justice policies or practices.
4. Articulate ethical implications of decision-making in the criminal justice profession.
5. Apply course information to experiences gained through employment or interaction with criminal justice related institutions.

**Law Enforcement Concentration – P.O.S.T. Option**

The Law Enforcement Concentration – P.O.S.T. option provides qualified individuals a pathway to earn basic peace officer certification through the Georgia Peace Officer Standards and Training Council (P.O.S.T.). The concentration consists of specialty criminal justice courses that satisfy academic degree requirements and training requirements for the award of Georgia basic peace officer certification. Students must

complete the following law enforcement concentration courses at Reinhardt University with a grade of *C* or higher and meet P.O.S.T. requirements: CRJ 206; CRJ 215; CRJ 254; and CRJ 275. These major courses are not available online and must be taken in person. Credit from other institutions, irrespective of title or description, will not be accepted to satisfy law enforcement concentration coursework. Applicants must meet specific entrance standards established by the Reinhardt University Public Safety Institute and be approved by the Georgia P.O.S.T. Council to enroll in courses leading to the concentration.

**Bachelor of Healthcare Administration Program**

The Bachelor of Health Care Administration (BHA) Program is designed for undergraduate students preparing for careers as managers in the public and private health care sector. Courses provide a comprehensive understanding of the health care delivery system in the United States, examine the special characteristics and requirements of organizations providing health care services, and address the skills and knowledge required in order to function as a professional manager in the field.

**Student Learning Outcomes**

Students who complete the Bachelor of Healthcare Administration (B.H.A.) will be able to:

1. Identify and describe the structure and components of the U.S. healthcare system.
2. Identify the key economic, regulatory, legal, and ethical issues currently affecting the U.S. healthcare system.
3. Master key clinical and managerial terminology and demonstrate the ability to communicate effectively about healthcare administrative issues in discussions with healthcare administration professionals, faculty, and other students.
4. Demonstrate ability to apply management principles to theoretical scenarios in healthcare administration.

5. Demonstrate the ability to recognize and analyze issues and problems associated with changes in the healthcare administration field and to subsequently propose or enact constructive responses.

**Admission Requirements**

Admission requirements for the Bachelor of Healthcare Administration program can be found in the Admissions Policies and Procedures section, on page D-10.

## Associate of Science (A.S.) in Criminal Justice

The Associate of Science in Criminal Justice provides a foundation for understanding practical realities in criminal justice through application of theory. The program is designed to enhance career-potential for practitioners, develop individuals for baccalaureate studies, and prepare students for entry-level criminal justice professions. A law enforcement concentration leading to P.O.S.T. basic peace officer certification is offered for qualified individuals.

### Georgia P.O.S.T. Basic Peace Officer Certification:

Completion of specified major courses imbedded within this degree provides qualified individuals with the opportunity to earn basic peace officer certification through the Georgia Peace Officer Standards and Training Council (P.O.S.T.). Credit from other institutions, irrespective of title or description, may not be transferred in to satisfy coursework required for certification. Students must be approved by the Georgia P.O.S.T. Council and meet University-specific entrance standards to enroll in the following courses: CRJ 206 Fundamentals of Criminal Investigation for Law Enforcement; CRJ 215 Basic Law Enforcement Procedures; CRJ 254 Criminal Procedure for Law Enforcement; and CRJ 275 Introduction to Criminal Law for Law Enforcement.

<b>Major Required Courses:</b>	<b>18</b>
CRJ 201 Introduction to Criminal Justice for Law Enforcement	3
Completion of 15 semester hours from the following:	
CRJ 206 Fundamentals of Criminal Investigation for Law Enforcement (L.E. Concentration)	3
CRJ 215 Basic Law Enforcement Procedures (L.E. Concentration)	6
CRJ 254 Criminal Procedure for Law Enforcement (L.E. Concentration)	3
CRJ 275 Introduction to Criminal Law for Law Enforcement (L.E. Concentration)	3
CRJ 298 Special Topics in Criminal Justice	3
CRJ 300 Criminal Evidence and Procedure	3
CRJ 310 Criminal Justice Research Methods	3
CRJ 320 Survey of American Law Enforcement	3
CRJ 330 Survey of Correctional Thought and Practices	3
CRJ 340 Ethical Issues in Criminal Justice	3
<b>General Education Requirements:</b>	<b>42</b>
Communication	3
English	6
Humanities	6
Math (MAT 102 College Algebra, or higher)	3
Natural Science	3
Social/Behavioral Science	3
Values/Ethics	3
<b>General Education Electives from any of the above categories</b>	<b>12</b>
Computer Applications	3
<b>Total semester credits required in Degree:</b>	<b>60</b>

## **Bachelor of Arts (B.A.) in Organizational Management and Leadership (OML)**

General Education Competencies Core and Electives requirements for entry into the Bachelor of Arts in Organizational Management and Leadership

### **Student Learning Outcomes**

Students who complete the Bachelor of Arts (B.A.) in Organizational Management and Leadership will be able to:

1. Design, execute, and present a research study focusing on a leadership issue or issues identified in their organization.
2. Identify various theories/perspectives that influence leaders and leadership, and articulate the major ideas expressed therein.
3. Analyze how their personal value systems and motivations influence their leadership style and distinguish between organizational values, purposes and goals, and between legal and ethical actions, requirements, behaviors, and results.

General Education Competencies Core and Electives requirements for entry into the Bachelor of Arts in Organizational Management and Leadership:

(Admission to this program requires a minimum of 60 hours of transfer credits.)

<b>Courses</b>	<b>Total Credits Required</b>
<b>General Education Curriculum</b>	<b>42</b>
English	6
Communication	3
Math (MAT 102 College Algebra, or higher)	3
Natural Science	3
Social/Behavioral Science	3
Humanities	6
Values/Ethics	3
General Education Electives from any of the above categories	12
Computer Applications	3
Free Electives	30
<b>Major Required Courses</b>	<b>48</b>
OML 300 Applied Research Methods in Managerial Leadership	4
OML 310 Foundations of Managerial Leadership Behavior	4
OML 320 Personal and Organizational Communications	4
OML 330 Human Resource Management and Leadership	4
OML 335 Crisis Management	4
OML 350 Strategic Marketing Leadership	4
OML 360 Organization Behavior Leadership Issues	4
OML 400 Non-Profit Organization Management and Leadership	4

---

OML 410 Leadership Issues in Public and Community Relations	4
OML 420 Economics Issues for Managerial Leaders	4
OML 450 Accounting and Financial Issues for Non-Accounting or Financial Managerial Leaders	4
OML 460 Ethics, Values, and the Law	4

**Total Semester Credits Required in Degree** **120**

\*While enrolled in OML courses, students cannot take additional courses during the first semester, and only with approval of the Program Coordinator and/or Dean in subsequent semesters.



## Bachelor of Criminal Justice (B.C.J.)

The Bachelor of Criminal Justice (BCJ) is a 54 credit hour online degree completion program which focuses on the roles and interactions of the key components of the U.S. Criminal Justice System and issues that affect its structure and functioning. Emphasis is placed on theory as it relates to current practice. The coursework is designed to enhance critical thinking skills and decision making capabilities essential for leaders in the field of criminal justice. The program prepares entry level persons for diverse career opportunities and enhances career development potential for practitioners in the public and private sectors.

Courses	Total Credits Required
<b>General Education Curriculum</b>	<b>42</b>
Communication	3
Computer Applications	3
English	6
Humanities	6
Math (MAT 102 College Algebra, or higher)	3
Natural Science	3
Social / Behavioral Science	3
Values / Ethics	3
General Education Electives from any of the above categories	12
Free Electives	24
<b>Major Required Courses</b>	<b>54</b>
**Grade of C or higher required for all courses	
RHU 101 Online Learning Seminar	
CRJ 201 Introduction to Criminal Justice	
CRJ 300 Criminal Evidence and Procedure	
CRJ 310 Criminal Justice Research	
CRJ 320 Survey of American Law Enforcement	
CRJ 330 Survey of Correctional Thought and Practices	
CRJ 340 Ethical Issues in Criminal Justice	
CRJ 350 Current Trends in Law Enforcement	
CRJ 400 Seminar in Cyberspace Criminal Activity	
CRJ 410 Criminality and Criminological Theory	
CRJ 420 Juvenile Justice and Delinquency	
CRJ 430 Managing Criminal Justice Organization	
CRJ 440 Terrorism and Counterterrorism	
CRJ 450 Incident Command Paradigms	
CRJ 460 Fraud Investigation	
CRJ 470 Comparative Criminal Justice Systems	
CRJ 480 Seminar in Criminal Justice	
CRJ 490 Directed Research in Criminal Justice	

**Total Semester Credits Required in Degree** **120**

\*\*CRJ 480 and CRJ 490 may be substituted with other upper-level criminal justice coursework with the approval of the Program Coordinator and/or Dean.

## Bachelor of Healthcare Administration (B.H.A.)

The Bachelor of Healthcare Administration (BHA) Program is designed for undergraduate students preparing for careers as managers in the public and private health care sector. Courses provide a comprehensive understanding of the healthcare delivery system in the United States, examine the special characteristics and requirements of organizations providing healthcare services, and address the skills and knowledge required in order to function as a professional manager in the field. This program consists of a minimum of 48 credit hours, all of which are offered on-line, excepting the optional internship course. A total of 120 credit hours are required to earn the degree, with 42 meeting Reinhardt University's Professional general education requirements and 30 as qualified electives.

General Education Competencies Core and Electives requirements for the Bachelor of Healthcare Administration degree:

<b>Courses</b>	<b>Total</b>
<b>Credits Required</b>	
Communication	3
Computer Applications	3
English	6
Humanities	6
Math (MAT 102 College Algebra, or higher)	3
Natural Science	3
Social / Behavioral Science	3
Values / Ethics	3
General Education Electives from any of the above categories	12
Free Electives	30
<b>Major Required Courses</b>	<b>48</b>

\*\*Grade of C or higher for all courses

- HCA 300 Advanced Concepts in Healthcare Administration
- HCA 301 Advanced Medical Terminology for Healthcare Administration
- HCA 303 Organizational Behavior in the Healthcare Sector
- HCA 304 Healthcare Law, Regulations, and Ethics
- HCA 305 Strategic Management in Healthcare Organizations
- HCA 306 The Economics of Healthcare
- HCA 307 Human Resource Management in Healthcare Organizations
- HCA 308 Institutional Accounting and Finance for Healthcare Administrators
- HCA 309 The U.S. Healthcare System
- HCA 400 Health Information for the Healthcare Administrator
- HCA 402 Institutional Patient Safety and Infection Prevention
- HCA 403 Public Health Administration
- HCA 404 Supply Chain Management in Healthcare
- HCA 405 The Impact of Regulatory Policy on Healthcare
- HCA 406 Healthcare Quality Management and Assessment
- HCA 410 Capstone Course in Healthcare Administration or
- HCA 490 Healthcare Administration Internship (3-6 credit hours)

**Total Semester Credits Required in Degree**

**120**

## School of Professional Studies Minors

### Minor in Business Administration for Bachelor of Healthcare Administration (BHA) and Bachelor of Criminal Justice (BCJ)

<b>Courses</b>	<b>Total Credits Required</b>
BBA 310 Business Essentials	<b>15</b>
BBA 325 Leadership	
BBA 330 Human Resource Management	
BBA 335 Crisis Management	
BBA 445 Legal Environment of Business	

### Minor in Criminal Justice for Bachelor of Healthcare Administration (BHA) and Bachelor of Business Administration (BBA)

<b>Courses</b>	<b>Total Credits Required</b>
CRJ 201 Introduction to Criminal Justice	<b>15</b>
CRJ 300 Criminal Evidence and Procedure	
CRJ 320 Survey of American Law Enforcement	
CRJ 330 Survey of Correctional Thought and Practices	
CRJ 340 Ethics in Criminal Justice	



# Course Descriptions

## Undergraduate Course Level Descriptions for Reinhardt

### University

The university's undergraduate course-numbering system is as follows:

- 100-200 level – freshman- and sophomore-level courses
- 300-400 level – junior- and senior-level courses

Courses at the 100-200 level are primarily taken by freshmen and sophomores, but remain open to all students; they are introductory in nature, requiring little or no disciplinary preparation in terms of skill or knowledge. Completion of 100 – 200 level courses builds foundational academic skills and ensures that students are broadly educated and prepared for success in upper-level courses in their major.

Courses at the 300-400 level are primarily, but not exclusively, designed for juniors and seniors. These courses are more advanced, usually requiring prerequisite disciplinary competence or skill preparation for student success. They may include courses with various methodologies, extensive disciplinary breadth or depth, directed and independent studies, and both study abroad and internship opportunities. While the intention is to develop advanced skills and deepen specialized knowledge, courses may also focus on how knowledge is produced and utilized.

Responsibility for determining appropriate course levels and methodologies rests with faculty in the discipline or major. Faculty in the school housing the major or discipline will serve as a secondary level of review before proposed courses are sent to the Curriculum Committee, Faculty Senate, or included in the University Catalog.

## Curriculum Abbreviations:

ART	Art
BBA	Business Administration
BIO	Biology
BUS	Business Administration
CHE	Chemistry
CJS	Criminal Justice/Sociology
COM	Communications
CRJ	Criminal Justice
EDU	Education
ENG	English
FRE	French
FYS	First Year Seminar
GEO	Geology
HCA	Healthcare Administration
HIS	History
HON	Honors
IDS	Interdisciplinary Studies
LDR	Leadership Seminar
MAT	Mathematics
MIT	Math and Information Technology
MSE	Music Education
MUA	Applied Music
MUE	Music Ensemble
MUS	Music
MUT	Music Theater
NUR	Nursing
OML	Organizational Management and Leadership
PHI	Philosophy
PED	Physical Education
PCS	Physics
POL	Political Science
PSY	Psychology
REL	Religion
RHU	Reinhardt Success Courses
SCI	Sciences
SOC	Sociology
SPA	Spanish
SSC	Social Science
SSP	Sport Studies

THE Theatre  
WLC World Languages and Cultures

## **ART- Art Courses**

### **ART 100. Introduction to Drawing (AE)**

**3**

This course will introduce the basic concepts, techniques, and materials of drawing. Direct observation exercises using various drawing media will be used to develop the student's understanding of forms in space. The elements of pictorial composition will be introduced and developed as they relate to both traditional and contemporary aesthetic criteria.

### **ART 105. Art Appreciation (AE)**

**3**

This course covers an understanding of the arts built upon an exposure to painting, sculpture, architecture, and other visual arts of contemporary and historical times.

### **ART 120. Two-Dimensional Design (AE)**

**3**

This course introduces the basic concepts of visual design. Basic pictorial organization issues will be introduced as well as discussion and application of visual elements such as repetition, structure, gradation and texture. Basic color theory will be covered as it relates to specific visual concepts of pictorial space.

### **ART 121. Three-Dimensional Design (AE)**

**3**

This course introduces the basic concepts of three-dimensional design. The basic units of three-dimensional construction (planes, serial planes, repetition, polyhedral structures and linear structures) will be used to discuss basic concepts of spatial organization. These concepts will be applied to various design exercises using various structural media.

### **ART 201. Advanced Drawing**

**3**

This course will expand upon the concepts and skills developed in ART 100 with more advanced discussion and analysis of pictorial composition. Representational and abstract approaches to subject matter will be investigated. Various drawing media and drawing techniques will be

introduced to encourage and develop a more individual drawing style and clearer visual understanding. Various conceptual, historical, and aesthetic topics will be discussed as they relate to drawing. *Prerequisite: Art 100*

### **ART 215. Art and Architecture from the Prehistoric to the Renaissance (AE)**

**3**

This course chronologically surveys world art from prehistory to the Renaissance. It includes an analysis of the stylistic and symbolic developments of changing cultures as seen in sculpture, architecture, painting, and the minor arts.

### **ART 216. Art and Architecture from the Renaissance through the Modern (AE)**

**3**

This course chronologically surveys world art from the Renaissance period to the Modern. Also included is an analysis of the stylistic and symbolic developments of changing cultures as seen in sculpture, architecture, painting, and the minor arts.

### **ART 220. Introduction to Painting in Water Media**

**3**

This course covers color theory as it pertains to painting and introduces the student to water-based media. Emphasis will be on the illusion of three-dimensional aspects of form on a two-dimensional plane and other concepts of space on a plane. The techniques for painting with transparent watercolor and acrylics will be explored. Historical and contemporary examples of painting forms, i.e. still life, landscape, figure, portrait, fantasy, and abstraction will enhance creative and aesthetic awareness.

### **ART 231. Printmaking Fundamentals**

**3**

This course surveys different types of screen-printing techniques, methods, and materials and includes treatment of screen-printing history.

### **ART 250. Ceramics I**

**3**

This course introduces the student to the formal, technical, and conceptual aspects of ceramics. Hand building techniques will be emphasized. In addition to basic construction methods, the student will develop a general understanding of

clay as a medium (i.e. properties and limitations), and basic clay and glaze formulas. Technical, conceptual, aesthetic, and historical issues will be discussed as they relate to the ceramic processes.

**ART 260. Introduction to Black and White Photography** 3

This course introduces the student to the fundamentals of black and white photography. The student will be introduced to basic darkroom techniques and will develop a working knowledge of the 35mm single lens reflex (SLR) camera. Basic compositional issues will be introduced and developed as the student gains an understanding of the photographic process. The student will need a 35mm (SLR) camera that can be switched to a manual override.

**ART 261. Introduction to Digital Photography** 3

This course introduces digital imaging technology within the context of contemporary photographic practice. This study will include an in-depth study of photo-based software as well as a range of digital techniques: color correction, image archiving and restoration, scanning methods, and color correction.

*Prerequisite: ART 260 or ART/COM 308*

**ART 298. Special Topics in Art** 3

This course, which explores a topic of contemporary interest to the study of art, is offered as needed to students with at least sophomore standing.

**ART 299. Independent Study in Art** 3

This course, which involves supervised research on a selected topic, is offered as needed to students with at least sophomore standing.

**ART 300. Creative and Mental Growth** 3

This course reviews the theoretical and empirical literature related to developing creativity and critical thinking, and describes practical and effective methods of measuring and encouraging these cognitive abilities in gifted and non-gifted students. This conceptually-based course emphasizes the nature of art, curriculum, developmental growth of children, methodology of teaching, and the creative use of art processes and materials. It is designed to provide teacher

education candidates with a basic understanding of the creative process through the development of the “language” of art. Teacher education candidates will be encouraged to apply this understanding and generate quality creative experiences for children.

**ART 301/EDU 301. Creative Arts Curriculum and Methods** 3

This course is designed to assist students in considering what art is, how art relates to other areas of the curriculum, why art is important in a learning program for children, and how to most effectively teach art to children. Students will work directly with a variety of art materials to develop drawing, painting, constructing, and designing skills. The elements, vocabulary, and history of art will be studied to provide teacher education candidates with art-making and art-appreciating experiences in drawing, painting, design, printmaking, graphic arts, and photography.

**ART 308/COM 308. Digital Art I (AE)** 3

Students are introduced, through hands-on practice, to the fundamentals of digital art and graphic design using the computer as an art medium and design tool. A variety of imaging applications are explored through design problem solving and visual studio assignments.

*Prerequisite: ART 100 or permission of instructor.*

**ART 309/COM 309. Digital Art II** 3

This course expands upon the concepts and skills developed in COM/ART 308 with an emphasis on cross-application digital work and advanced presentation methods. Image sequencing and web application complement the burgeoning knowledge of digital art techniques. The class also focuses on the larger conceptual issues that underlie digital art and graphic design.

*Prerequisite: COM/ART 308.*

**ART 310. Figure I** 3

This course is an introduction into drawing the human figure. From observational study, students will learn the relevant anatomical structures needed to draw structurally sound figures. From this basic understanding, the student will be encouraged to develop an individual approach to

the figure through various formal, compositional and aesthetic approaches. Historical and contemporary views of figurative art will be discussed.

**ART 311. Figure II 3**

This course is a continuation of Figure Drawing I with emphasis placed on the development of an individual approach to the human figure as subject matter. Students will be encouraged to experiment with various media and concepts. Historical and contemporary views of figurative art will be discussed.

**ART 316. Survey of Indigenous Arts of the Americas 3**

This course will consider how art and artists developed and flourished in the North and South America from the early pre-contact period to the present day, stressing the conceptual and iconographic continuities over subsequent generations and across a diverse range of cultures and regions. In addition to examining major works of art in detail, this course will examine issues relating to indigenous artistic training and the cultural institutions in North and South America, the mutual influences of European and indigenous traditions on each other, the effects of colonialism and ensuing efforts to preserve heritage, the way visual images both reinforce and create ideas of national identity, and forms of expression in the post-modern age.

**ART 317. Survey of American Art 3**

This course surveys American painting, sculpture, and architecture from the colonial period to the present.

**ART 318. Survey of Modern Art 3**

This course surveys the painting, sculpture, and architecture of the 20th century.

**ART 319. Survey of Folk and Outsider Art 3**

This course surveys works of folk and outsider artists, both historic and contemporary.

**ART 320. Introduction to Painting in Oil Media 3**

This course introduces the student to the techniques of oil and acrylic painting from both

historical and contemporary points of view. Techniques of *alla prima*, under painting, and glazing will be experienced along with canvas preparation. To encourage experimental approaches to painting, the emphasis of the course is to teach styles and techniques of contemporary masters. *Prerequisite: ART 100.*

**ART 340. Sculpture: Fabrication, Assemblage and Multimedia 3**

This course introduces basic sculptural techniques, materials, and concepts. Emphasis will be placed on metal fabrication, wood carving, wood fabrication, wood assemblage, and various multimedia processes. Technical, conceptual, aesthetic, and historical issues will be discussed as they relate to the sculptural process. *Prerequisite: ART 121 or 240.*

**ART 350. Ceramics II 3**

This course introduces the student to the formal, technical, and conceptual aspects of ceramics. Wheel-thrown techniques will be emphasized. In addition to basic wheel-throwing methods, the student will develop a general understanding of clay as a medium (i.e. properties and limitations) and basic clay and glaze formulas. Technical, conceptual, aesthetic, and historical issues will be discussed as they relate to the ceramic processes. *Prerequisite: ART 250.*

**ART 362. Digital Motion Media 3**

This class explores the use of digital video cameras, both high and low resolution; simple animation techniques; audio capturing; and linear editing processes.

**ART 365. Alternative Photography and Mixed Media 3**

This course introduces the student to alternative photographic processes: solarization, transparent textural transfer, photo emulsion transfer, photo collage, and pinhole photography.

**ART 480. Art Internship 2-6**

This course is specific to student need. It is designed to afford the student access to off-campus professionals in their area of concentration. Documentation of internship and regular scheduled meetings with a supervising faculty member will be required.

**ART 491. Concentration Seminar 3**

This two-semester course will allow the student to develop a strong body of work within his or her chosen concentration. The student will create a written proposal outlining work to be done over the coming year. This proposal should outline the conceptual and formal issues within which the student intends to work. At regular intervals throughout both semesters, the student will present works in progress before the entire art faculty for group critique. The student will be expected to develop a strong body of cohesive work upon which the Thesis Exhibition Portfolio will be based.

**ART 492. Thesis Exhibition and Portfolio 3**

In this course, the student will develop a written thesis in conjunction with an exhibition of work done over the past year and a half. The student will be given instruction on portfolio preparation, slide documentation of works and curatorial procedure. The student will be expected to present a written and oral defense of the final exhibition as well as slide documentation. Throughout the course, the student will meet with the entire faculty at scheduled intervals to discuss and analyze the thesis exhibition. *Prerequisite: Completion of all art core courses in chosen concentration, Art 491 Concentration Seminar, and permission of supervising instructor.*

**ART 498. Special Topics in Art 3**

This course, which explores a topic of contemporary interest to the study of art, is offered as needed to students with junior or senior standing.

**ART 499. Independent Study 3**

This course, which involves supervised research on a selected topic, is offered as needed to students with junior or senior standing.

**BBA - Business Administration Courses****BBA 310. Business Essentials 3**

This course is designed to provide an overview of the many facets of business organizations and their functions and operations, both domestically and globally. Topics include forms of ownership

and processes used in production, marketing, finance and accounting, human resource and management in business operations, as well as the global dimensions of business.

**BBA 315. Business and Society 3**

This course considers the complex relationship between organizations and the society in which they function. Topics include stakeholder analysis, corporate social responsibility (CSR), sustainability, and the “triple bottom line” as issues that influence strategic planning goals and objectives.

**BBA 320. Communication and Culture 3**

This course provides both practical and theoretical knowledge needed by management for communicating in an environment of cultural change in a diverse and evolving organization and marketplace. The course provides students with a firm knowledge of principles of communication theory, method, and application especially as they are relevant to successful business operations.

**BBA 325. Leadership 3**

This course gives students a theoretical and practical understanding of managerial leadership, organizational theory, organizational behavior, and managerial leadership styles and effectiveness. Additional discussion topics include, but are not limited to, effective leadership qualities.

**BBA 330. Human Resource Management 3**

This course surveys the field of human resource management and its functional areas: manpower planning, staffing, compensation, performance appraisal and training and development. This course includes an introduction to equal employment law and regulatory agencies at both the state and federal levels.

**BBA 335. Crisis Management 3**

This course develops managerial leadership skills in crisis avoidance, management, and recovery. Students learn how to respond to situations creating danger to organizations, their employees, and the public, including how to deal with the media, as well as the importance of negotiation and mediation in crisis. The student’s



learning experience will include examining potential crisis management scenarios to determine the ethical implications of personal and organizational business decisions.

### **BBA 340. Marketing 3**

This course is designed to explore the marketing management processes used to develop a strategic marketing plan that will drive success for a for-profit and/or not-for-profit organization. Students will learn the expanded “7 P’s” of Marketing: product, price, promotion, place, people, processes, and physical space that combine to form the marketing mix component of the marketing plan. Other topics to explore will include: product life cycle, target marketing, market segmentation, Business to Business (B2B) and Business to Customer (B2C) buying behavior and influences, marketing research, services marketing, and global marketing.

### **BBA 345. Consumer Behavior 3**

This course is designed to increase the student’s understanding of consumer behavior and its application to marketing and business. Many of the principles learned in the course draw from psychology, anthropology, sociology, and economics. Students will gain a better understanding of how consumers’ attitudes, the way they process information, and the context of the decision impacts what we buy and use. Upon completion of this course students will have a better understanding of their own buying behavior, and more importantly how marketers use this information to be successful in the marketplace.

### **BBA 420. Economics and Forecasting 3**

This course analyses first the resource allocation process, focusing on supply and demand’s impact on market prices and the importance of marginal revenue and marginal cost to price and output determination. Secondly, the course analyses the value of macroeconomic variables and firms’ use of such information in business decision making. Lastly, the course conveys the understanding to the student why firms need forecasts and how these concepts enable a business manager or leader to effectively manage and lead the firm to a profitable success.

### **BBA 425. Management Information Systems 3**

Management Information Systems explores the relationship between hardware, software, systems, and humans within the organizational context. After completing the course students will be able to describe how managers use information systems to create competitive firms, manage global operations, provide useful products and services to customers, and describe applications of electronic business and commerce. Furthermore, the student will be able to demonstrate their gained knowledge of information technology, terminology, theory, and applications through hands-on projects, case studies, and examinations.

### **BBA 430. Accounting and Finance 3**

This course analyses first basic journal entries required in the course of corporate accounting, such as entries for billing and bill payment, as well as equity and bond transactions. Secondly, the course analyses the compilation of financial statements resulting from these transactions and the related basic concepts of corporate finance, such as financial statement analysis and the time value of money. Lastly, students are introduced to the financial concept of value creation, where a senior financial manager undertakes certain methods to increase shareholder value. These methods are critically analyzed.

### **BBA 435. Personal Finance 3**

The course provides students with a foundational understanding of making informed personal financial decisions. Topics include budgeting, checking accounts, borrowing money, buying health and life insurance, and consumer information.

### **BBA 440. Ethics and Values 3**

The course “Ethics and Values” focuses upon changing organizations. As organizations change they are impacted by numerous ethical and value considerations, as well as unethical behaviors. The course will provide an overview which involves attention to the broader context of the changing organization, the various traditional modes of ethical reasoning, relevant terminology and considerations, and appropriate responses to the selected issues in changing organizations.

The course will culminate in an application of these factors to specific organizations via case studies and research papers and reports.

**BBA 445. Legal Environment of Business 3**

This course introduces the basic principles, theories, concepts, and terminology of the legal environment as it relates to corporate and business decisions. Important topics in the legal and regulatory areas are covered in the course, which provides a basic survey of business law needed to successfully operate a business in the 21st century.

**BBA 450. Strategy and Managerial Decision-Making 3**

This course examines the development and implementation of a business strategy as a critical factor in organizational success. Included in the course discussions is the examination of strategic processes that influence and determine the direction of an organization. Students will analyze the organizational strengths and weaknesses, and environmental opportunities and threats; examine the components of competitive advantage; and develop strategies and policies to achieve the organization's mission. This course is the capstone for the BBA degree and will be taken in the last or next to last semester.

**BBA 455. Global Managerial Leadership 3**

This course will explore emerging issues associated with managing and leading organizations in a dynamic and global environment. Topics to be discussed include: customer service relationships, forecasting demand for an organization's products and services, leadership issues in budgeting and financial management, diversity as a strategic initiative, leading cultural change in 21st century organizations, global economic issues for a top management leadership perspective, and future trends in global managerial leadership practices.

**BIO - Biology Courses****BIO 104. Biology Essentials 4**

This is an introductory-level general biology course designed to meet the needs of a non-biology major. Topics covered include an

introduction to the process of science, the chemistry of living things and the cell, information flow exchange and storage, evolution and the diversity and function of living things, the major systems of the human body, ecology conservation biology, and an understanding of the role of science in society. The course includes both lecture and laboratory instruction. Biology majors cannot use this course to fulfill a major elective or the Biology Core requirement. *Corequisite: BIO 105 Biology Essentials Laboratory.*

**BIO 105. Biology Essentials Laboratory**

*Corequisite: BIO 104.*

**BIO 120. Introduction to Cell and Molecular Biology (BH, ES) 4**

(Formerly BIO 107)

This is an introductory level general biology course designed to meet the needs of science majors. Topics covered include an introduction to the process of science, the chemistry of living things, the biology of the cell, genetics, molecular biology, and evolution. The course includes both lecture and laboratory instruction. *Corequisite: BIO 121.*

**BIO 121. Introduction to Cell and Molecular Biology Lab**

*Corequisite: BIO 120.*

**BIO 122. Introduction to Organismal Biology (BH, ES) 4**

(Formerly BIO 108)

This is an introductory level general biology course designed to meet the needs of non-science majors as well as science majors. It reviews evolution and speciation; the diversity and function of living things including bacteria, plants, and complex animals; and the major systems of the human body. The class ends with an overview of ecology and conservation biology. The course includes both lecture and laboratory instruction. *Prerequisite: BIO 120. Corequisite: BIO 123.*

**BIO 123. Introduction to Organismal Biology Lab**

*Corequisite: BIO 122.*

**BIO 202. Introduction to Plant Biology 4**

(Formerly BIO 302)

This course investigates the evolution, life cycles, physiology and basic cell biology of plants, with particular emphasis given to the structure, function and reproductive strategies of angiosperms. Basic biology of fungi and algae will also be covered. Registration for a section of the corequisite lab is required.

*Prerequisites: BIO 120. Corequisite BIO 203.*

**BIO 203. Introduction to Plant Biology Lab**

*Corequisite BIO 202.*

**BIO 220. Human Anatomy and Physiology I**

4

(Formerly BIO 211)

This is the first part of a sequential two-semester course in the principles of human anatomy and physiology with an emphasis on cell and tissue organization and skeletal, muscular, and nervous system structure and function. The course is designed to meet the needs of pre-nursing students and students preparing for careers in health sciences. The course includes both lecture and laboratory instruction. *Prerequisite: BIO 120. Corequisite: BIO 221.*

**BIO 221. Human Anatomy and Physiology I Lab**

*Corequisite: BIO 220.*

**BIO 222. Human Anatomy and Physiology II**

4

(Formerly BIO 212)

This is the second part of a sequential two-semester course in the principles of human anatomy and physiology with an emphasis on endocrine, cardiovascular, lymphatic, digestive, excretory, and reproductive systems; fluid and electrolyte balance; acid-base homeostasis; and development. The course includes both lecture and laboratory instruction. *Prerequisite: BIO 220. Corequisite: BIO 223.*

**BIO 223. Human Anatomy and Physiology II Lab**

*Corequisite: BIO 222.*

**BIO 230. Pathophysiology. 3**

Pathophysiology or physiopathology is a convergence of pathology with physiology. Pathology is the medical discipline that describes conditions typically observed during a disease state, whereas physiology is the biological discipline that describes processes or mechanisms operating within an organism. The course will cover the range of physiological systems and the implications of disease from a clinical perspective. This course is designed for nursing majors but may be taken by students interested in medical, dental, physical therapy, or other health-related field. *Prerequisites: BIO 220/221 and 222/223: Human Anatomy and Physiology I and II.*

**BIO 260. Introductory Microbiology 4**

(Formerly BIO 251)

This course is a survey of microorganisms with special emphasis on bacteria and their relationship to human beings. It covers eukaryotic and prokaryotic cell structure and function, microbial nutrition and growth, genetics, and control of microorganisms. It includes basic biology of bacteria, fungi, algae, protozoa, and viruses with particular emphasis on bacteriology. The course includes both lecture and laboratory instruction. *Prerequisites: BIO 120. Corequisite BIO 261.*

**BIO 261. Introductory Microbiology Lab**

*Corequisite: BIO 260.*

**BIO 280. General Zoology 4**

This course investigates the morphology, natural history, basic physiology, and evolution of the major invertebrate and vertebrate animal phyla. The course includes both lecture and laboratory instruction. *Prerequisite: BIO 120 or permission of instructor. Corequisite: BIO 281.*

**BIO 281. General Zoology Lab**

*Corequisite: BIO 280.*

**BIO 298. Special Topics in Biology 1-4**

This course, which explores a topic of contemporary interest to the study of biology, is offered as needed to students with at least sophomore standing.

**BIO 299. Independent Study in Biology 1-4**

This course, which involves supervised research on a selected topic, is offered as needed to students with at least sophomore standing. *Prerequisite: Permission of instructor.*

**BIO 300. Biology Seminar 1**

This course is a seminar experience that will address current and historical primary research with discussions of methods and conclusions. Students will locate, read, and critically evaluate primary research articles for credit. BIO 120 (or permission of the instructor) is a required prerequisite to BIO 300. This course is a required course for the Biology B.S. degree. Students should have junior or senior standing.

**BIO 308. Invertebrate Zoology 4**  
(Formerly BIO 305)

This course investigates the morphology, natural history, basic physiology, and evolution of the major invertebrate animal taxa. These investigations will be accomplished through discussions of both textbooks and scientific literature. A major portion of this course will be centered on an independent research project designed and implemented by the student. This course includes both lecture and laboratory instruction. *Prerequisite: BIO 120, BIO 280, or permission of instructor. Corequisite: BIO 309.*

**BIO 309. Invertebrate Zoology Lab**  
*Corequisite: BIO 308.***BIO 310. Vertebrate Zoology 4**

This course examines anatomy, physiology, life history traits, identification, and the phylogeny and evolution of vertebrates. The course includes both lecture and laboratory instruction. *Prerequisites: BIO 120, or permission of instructor. Corequisite: BIO 311.*

**BIO 311. Vertebrate Zoology Lab**  
*Corequisite: BIO 310.***BIO 312. Taxonomy of Vascular Plants 4**  
(Formerly BIO 304)

Plant taxonomy is a course in which the identification, classification, and systematics of vascular plants are studied. Laboratory emphasis is on the local flora, plant family characteristics,

and modern systematic techniques. Extensive field time is normally required. The course includes both lecture and laboratory instruction. *Prerequisite: BIO 302. Corequisite: BIO 313.*

**BIO 313. Taxonomy of Vascular Plants Lab**  
*Corequisite: BIO 312.***BIO 320. Genetics 4**

This course considers the principles of inheritance as described by Mendelian and biochemical genetics. The course provides an integrated and comparative treatment that deals with genetic mechanisms in viruses, bacteria, and eukaryotic cells. Topics include molecular genetics and gene action; transfer systems and mapping; cytological quantitative and population aspects; and a brief treatment of ethical considerations. The course includes both lecture and laboratory instruction. *Prerequisites: BIO 120, CHE 180, or permission of instructor. Corequisite: BIO 321.*

**BIO 321. Genetics Lab**  
*Corequisite: BIO 320.***BIO 330. Biology of the Brain 3**

This course is a survey of the neural structures and biological and physiological processes of the human brain that result in behavior. Topics include the structure and function of the nervous system and the physiological basis of cognition, emotion, and selected psychopathologies. Includes lecture and some laboratory instruction. This course is designed for psychology majors being taught by a biological scientist. *Prerequisite: BIO 120/121 or permission of instructor.*

**BIO 340. Cell Biology and Physiology 4**

This course is an integrated approach to the structure and function of cells. Topics may include cell architecture; the cell cycle; nucleic acid and protein synthesis; membrane phenomena, including membrane structure and permeability properties; energy transductions; catabolism and energy metabolism; introduction to photosynthesis; and cellular control mechanisms. The course includes both lecture and laboratory instruction. *Prerequisites: BIO 120, CHE 180, or permission of instructor.*

*Corequisite: BIO 341.*

**BIO 341. Cell Biology and Physiology Lab**

*Corequisite: BIO 340.*

**BIO 360. Principles of Ecology 4**

This course provides a detailed analysis of the relationships between organisms and their abiotic and biotic environments. The information emphasizes structural and functional aspects of populations and selected environmental issues. This course requires active field work and off-campus field trips. The course includes both lecture and laboratory instruction. *Prerequisites: BIO 120, or permission of instructor. Corequisite: BIO 361.*

**BIO 361. Principles of Ecology Lab**

*Corequisite: BIO 360.*

**BIO 370. Floral and Faunal Reconnaissance and Analysis 4**

This course investigates the physical features, flora, and fauna of selected regions around the world. It is designed for use in courses that involve national and international travel. The course includes both lecture and laboratory instruction. *Corequisite: BIO 371.*

**BIO 371. Floral and Faunal Reconnaissance and Analysis Lab**

*Corequisite: BIO 370.*

**BIO 372. Field Biology 4**

This course integrates classroom instruction and intensive field experiences to provide advanced training in field techniques useful in biodiversity assessment and research. Frequent travel to field sites where students will gain hands-on experience collecting and observing organisms will be a large portion of the course. This course is a major elective for the Bachelor of Science in Biology degree. This course includes both lecture and laboratory instruction. *Prerequisite: BIO 202 or BIO 280, or professor approval. Corequisite: BIO 373.*

**BIO 373. Field Biology Lab**

This lab course is to be taken with BIO 372, Field Biology, and provides students the ability to gain experience with advanced field techniques

including observation, specimen collection, and field research skills. Frequent travel and time outside should be expected. *Corequisite: BIO 372.*

**BIO 395 Vocational Exploration for Biology Majors 1**

This one-hour course seeks to expose biology students to potential career opportunities within the field, to allow students to identify their vocational affinities, and to prepare students for a successful transition into the workforce, or to graduate and professional schools. The course is intended for students who are at least in the second semester of their sophomore year. *Prerequisite: BIO 120.*

**BIO 406. Evolutionary Biology 4**  
(Formerly BIO 405)

This course is a comprehensive treatment of the processes of evolution. Primary topics are population genetics; natural selection and adaptation; speciation and co-evolution; evolution at the molecular level; biosystematics and phylogeny; the fossil record; and human evolution. The course includes both lecture and laboratory instruction. *Prerequisites: BIO 120 and BIO 320, or permission of instructor. Corequisite: BIO 407.*

**BIO 407. Evolutionary Biology Lab**

*Corequisite: BIO 406.*

**BIO 410. Immunobiology 4**

This course is designed to be a comprehensive overview of the immune system and its functions within the context of cell to cell interaction and communication. The course covers basic concepts in immunology as well as the induction, measurement, and manipulation of the immune response. BIO 120 is a required prerequisite to BIO 410. This course is a major elective for the Biology B.S. degree. This course includes both lecture and laboratory instruction. *Corequisite: BIO 411.*

**BIO 411. Immunobiology Lab**

*Corequisite: BIO 410.*

**BIO 420. Aquatic Zoology 4**

(Formerly BIO 425)

This course examines ecological and evolutionary relationships of animals inhabiting aquatic environments (primarily of the southeastern United States) in both lecture and lab settings. Major morphological, physiological, and life history characters of each major lineage examined is interpreted in an evolutionary framework. This course is a major elective for the Biology B.S. degree. This course includes both lecture and laboratory instruction. *Corequisite: BIO 421.*

**BIO 421. Aquatic Zoology Lab***Corequisite BIO 420.***BIO 432. Limnology 4**

(Formerly BIO 431)

This course investigates the geomorphology and physical and chemical features of aquatic habitats. Major aquatic ecosystems are compared (e.g. lotic, lentic, estuarine, riverine). Major ecological processes such as eutrophication, stratification, erosion, and siltation are studied. The course includes both lecture and laboratory instruction. *Prerequisites: BIO 360, or permission of instructor. Corequisite: BIO 433.*

**BIO 433. Limnology Lab***Corequisite: BIO 432.***BIO 440. Biochemistry 3**

The course covers basic concepts in biochemistry as well as biochemistry in health and disease. Biochemistry includes a study of protein structures and their physical properties; how these properties relate to catalysis; regulation of catalysis and metabolic chemistry; as well as a general understanding of role of DNA in inheritance, genetic manipulation, and gene therapy. This course includes group discussions, primary literature searches and presentations, clinical case study review, and web-based assignments. This course does not have a laboratory component. *Prerequisites: BIO 120, CHE 380, and at least one other 200-level or higher course in Biology.*

**BIO 450. Thesis Project 3**

This course is an independent, semester-long project of substantial academic research and creative scholarship planned and designed by the student in consultation with a thesis project director approved by the student's major advisor and the Biology Coordinator.

**BIO 460. Behavioral Endocrinology 4**

This course deals with the interdisciplinary aspects of the endocrine system and this systems' effects on behavior. This course is designed to meet the needs of biology and psychology majors. It begins with an introduction to the study of behavioral endocrinology and the endocrine system and will then cover various aspects of endocrine signaling and the control of various behaviors. This course includes both lecture and laboratory instruction. *Prerequisites: BIO 120 and PSY 101, or either BIO 320 or BIO 340. Corequisite: BIO 461.*

**BIO 461. Behavioral Endocrinology Lab***Corequisite: BIO 460.***BIO 490. Internship in Biology 1-6**

This is a supervised program of study for Biology majors requiring hands-on experience in any aspect of biology including, but not limited to: clinical settings, laboratory work, field biology, or non-profit and educational organizations. *Prerequisites: Junior or Senior standing, and approval by the Sponsoring Faculty member.*

**BIO 491. Undergraduate Teaching Assistant 3**

Students will assist the Laboratory Coordinator and Laboratory Instructor by assisting in teaching a laboratory section of Introductory Biology. BIO 491 students will take part in weekly instructional activities during weekly class meetings that will emphasize preparation for lab and discussion of topical instructional strategies. The undergraduate teaching assistant (TA) will also assist the laboratory instructor in a laboratory section and have the opportunity to be an "apprentice teacher." TAs will master the material taught in the lecture course, develop and teach good quality laboratory and study habits, and acquire experience teaching. TAs will gain valuable work experience by assisting the lab

instructor with lab management and organizational issues and assist enrolled undergraduate students with mastering the lab competencies required. *Prerequisites: Junior or Senior standing in the Biology or Biology Education majors, and permission from the Biology Coordinator (must be obtained prior to enrollment).*

**BIO 498. Special Topics in Biology 1-4**

This course, which explores a topic of contemporary interest to the study of biology, is offered as needed to students with junior or senior standing.

**BIO 499. Independent Study in Biology 4**

This course, which involves supervised research on a selected topic, is offered as needed to students with junior or senior standing. *Prerequisite: Permission of instructor.*

**BUS - Business Administration Courses****BUS 101. Introduction to Business and Entrepreneurship 3**

This course is an introduction to the broad spectrum of business enterprise for the beginning student with a minimum background in business. The course also covers the basic principles of operating a business in a free-enterprise system.

**BUS 103. Foundations of Research 3**

This course is an introduction to basic research methods. Topics include developing your idea into a proposal through to analyzing data and reporting results. Students will learn to choose a research method, choose participants, prepare a research proposal, construct questionnaires, conduct interviews and focus groups, analyze data, report findings, and be an ethical researcher.

**BUS 150. Basic Computer Application 3**

This course explores computer concepts and the use of basic business computer applications, beginning with an introduction to the Windows environment and the current Microsoft Applications, which include Word Processing, Excel, Access, and PowerPoint.

**BUS 201. Principles of Accounting I (Financial) 3**

In this course students will learn the accounting principles used to prepare business financial statements and how to analyze and use those statements to make fundamental investment and management decisions. *Prerequisite: MAT 100, or permission of instructor.*

**BUS 202. Principles of Accounting II (Managerial) 3**

In this course you will learn how managers use accounting information to operate a business, identify and solve problems, and develop, evaluate, and implement business plans.

**BUS 205. Principles of Economics (Micro) 3**

This course analyzes how economic units (individuals, households, firms, and government units) make choices to allocate their resources. It includes a study of price and output determination under various market structures, income distribution, domestic policy issues, and externalities such as pollution. *Prerequisite: University placement in or completion of MAT 100 or higher.*

**BUS 206. Principles of Economics (Macro) 3**

This course analyzes the overall performance of the present-day American economy, including unemployment, inflation, economic growth and development, forecasting techniques, and the effects of monetary and fiscal policies. The course also surveys various macroeconomic models and paradigms. *Prerequisite: University placement in or completion of MAT 100 or higher.*

**BUS 245. Advanced Microsoft Office Applications 3**

This course explores the advanced use of Microsoft Office computer applications used in business. Students will further their knowledge of spreadsheets, databases, word processing, and presentation software. This course will also prepare students for the advanced use of Excel in BUS 330 statistics. Students will study the terminology and hands-on use of the computer applications.

**BUS 290. Legal and Ethical Environment of Business (VE) 3**

This course introduces the basic principles, theories, concepts and terminology of the legal environment as it relates to corporate or business decisions. Virtually all important topics in the legal, regulatory and business ethics areas are covered in this course, which provides a basic survey of business law needed to run a business.

**BUS 298. Special Topics in Business Administration 3**

This course, which explores a topic of contemporary interest to the study of business administration, is offered as needed to students with at least sophomore standing.

**BUS 299. Independent Study in Business Administration 3**

This course, which involves supervised research on a selected topic, is offered as needed to students with at least sophomore standing. *Prerequisite: Permission of instructor.*

*All 300 and 400 level BUSINESS courses require completion of ENG 100/101 and 102/103 with a C or better before enrolling in upper level courses.*

**BUS 300. Business Communication 3**

This course is a study of written and oral business reporting, including letters, memos, proposals, feasibility studies, short reports, long reports, annual reports, and formal analytical reports. Management concepts of business ethics and problem analysis are integrated with communication process and theory. *Prerequisite: COM 108 or permission of instructor.*

**BUS 301. Principles of Management 3**

This course explores the basic concepts and processes employed by management to operate an organization. The course also deals with the impact of social, legal, technological, and political environments on organizations. General managerial topics include planning and decision-making, organizing, leading, and controlling, both nationally and internationally.

**BUS 302. Principles of Marketing 3**

This course examines the market forces concerned with demand, consumer buying behavior, adaptation of products to markets, selection of channels for distribution, advertising, and pricing. In addition, students study market measurement, marketing efficiency, international aspects of marketing, and procedures for planning and controlling marketing operations. Also considered are the environmental impacts of economic, social, and political forces.

**BUS 303. Principles of Finance 3**

This course introduces the basic principles, theories, concepts, and terminology relative to financial management of a corporation or business. Topics include financial problem-solving techniques, present-worth concepts, capital budgeting, capital structure, analysis of risk and returns, and long-term and short-term financing alternatives. *Prerequisite: BUS 202.*

**BUS 305. Issues in Personal Financial Management 3**

The focus of this course is on developing a personal business plan encompassing financial planning; managing taxes, budgeting, and cash flow management; credit use; and planned borrowing.

**BUS 307. Organizational Behavior 3**

This course explores the interpersonal and human relation theories for students to become successful entrepreneurs. Discussions include critical skills for the success or failure of an independent business.

**BUS 312. Computerized Accounting Systems 3**

In this course you will learn to use computerized accounting software to record business financial transactions and to prepare financial statements that report on business performance and financial position. *Prerequisite: BUS 150 and BUS 201.*

**BUS 330. Statistics for Business Problem-Solving 3**

This course focuses on the development of effective problem-solving techniques for business. Descriptive statistics, statistical distributions, parameter estimation, tests of



hypotheses, and simple regression models are emphasized to help students solve problems and evaluate solutions. Current statistical software packages for microcomputers are used to assist in problem-solving in realistic business situations. *Prerequisite: MAT 100 or 102, and BUS 150 with a grade of C or better.*

### **BUS 350. Governmental/Not-for-Profit Accounting** 3

This course will concentrate on the applications and principles of accounting relating to budgetary control and financial management of governmental and nonprofit organizations. Discussion and cases will be drawn from municipal and county governmental units, universities, hospitals, and other nonprofit organizations. *Prerequisite: BUS 202.* This course can be open as an elective for all business students.

### **BUS 360. History of American Business** 3

This course will examine changes over time to the ways in which Americans organized themselves for economic activities. The course focuses on historical developments resulting from and affecting transformations in American businesses. Major themes include the increasing consolidation of business activity in the modern firm, the effort to balance centralized managerial control with decentralized entrepreneurship, the effects of technological change on business activity and structure, the government's effects on the business environment, and the social response to the growing influence of business institutions.

### **BUS 370. Money and Banking** 3

This course examines the state of current banking practices in the United States of America. Special attention is paid to the relationship between banking and commerce and to the implementation of monetary policy by the Board of Governors of the Federal Reserve System. *Prerequisites: BUS 206.*

### **BUS 371. Financial Accounting I** 3

This course is an in-depth study of the recognition, measurement, and reporting processes of financial accounting. This course covers accounting theory, the accounting

information system, and the financial statements used to report information business stakeholders. *Prerequisite: BUS 202.*

### **BUS 372. Financial Accounting II** 3

This course covers the measurement and reporting of current assets, property, plant, and equipment, intangible assets, current and long-term liabilities, stockholders' equity, earnings per share, investments, revenue, income taxes, pensions, and leases. *Prerequisite: BUS 371.*

### **BUS 377. International Accounting and Financial Reporting** 3

Increased internationalization of many industries in recent years has led to a dramatic increase in the number of companies operating globally. Knowledge of accounting requirements and practices and the influence of environmental factors on the development of accounting systems both nationally and internationally is becoming increasingly important to the accounting professional. The purpose of this course is to examine the managerial and financial accounting function from an international perspective, focusing on the flow of information in multiple currencies, and complying with reporting requirements in the United States, Europe, and Japan.

### **BUS 378. Accounting Information Systems** 3

In this course you will learn the functions and internal controls of common business subsystems such as inventory, accounts payable, accounts receivable, payroll and general ledger, and how these systems are integrated for both management and reporting purposes. *Prerequisites: BUS 202.*

### **BUS 380. Guided Field Experience/Internship** 3

Selected junior or senior students get practical work experience with a commercial firm or organization. Students will be given a written agreement specifying course credit hours and the grading system to be used. Requirements for this experience may not be met by regular, pre-existing full-time employment. BUS 299 or BUS 381 may be accomplished in conjunction with regular, pre-existing full time employment by

meeting the expectations of those courses.  
*Prerequisite: junior standing.*

**BUS 381. Business Practicum 3**

The student will identify a clearly-stated business problem to be investigated. An in-depth literature review of the problem will be researched and significant recommendations will be made. The outcome of this course will demonstrate the students' in-depth knowledge of a current business problem and the student's ability to conduct research and report their findings and recommendations using the A.P.A. style manual. May be a substitute for BUS 380. *Prerequisite: junior standing.*

**BUS 400. eCommerce 3**

eCommerce examines the importance of marketing through the Internet. The student will learn the fundamentals of marketing over the Internet and review e-markets for Business to Business (B2B), and Business to Customer (B2C). *Prerequisites: BUS 205, BUS 302, or permission of instructor.*

**BUS 401. Seminar in Public Policy 3**

This course applies economic and statistical techniques to the design and evaluation of public policy. It provides an overview of selected regulatory institutions and the effects of their policies on the economic incentives and actions of American citizens. *Prerequisites: BUS 205 or 206.*

**BUS 404. Creativity and Change 3**

This course focuses on skills in analyzing and evaluating the process of managing technological innovation, formulating technology development strategies, and understanding technical entrepreneurship and its relationship to innovation. *Prerequisite: junior standing.*

**BUS 407. International Business 3**

This course covers fundamental concepts, principles, and theories of marketing in an international setting. The material is presented from the point of view of global business managers. Cases and original studies are discussed. *Prerequisites: BUS 301 and BUS 302.*

**BUS 409. Project Management 3**

This course explores both the behavioral and quantitative sides of project management. The course covers the tools and techniques used to plan, measure, and control projects. The latest technology is used to develop and monitor the project plan. *Prerequisites: BUS 150 and BUS 301.*

**BUS 422. Human Resource Management 3**

This course is an exploration of the Human Resource function and its strategic role in organizational success. Human Resource Management deals with the efficient use of human talent to accomplish organizational goals. Study topics include human resource planning, staffing, training and development, compensation, safety and health, legal environments, labor relations, and HR strategy. *Prerequisite: BUS 301 or BUS 307.*

**BUS 441. Production and Operations Management 3**

This course is intended for upper-division business students, primarily those studying marketing and management programs. The course is an update to what might have been called a physical distribution course, in years past, and has strategic and operational topics from the area of operations management incorporated into it. The major thrust of the course is the conceptual background of managing the supply chain, supported by quantitative decision-making algorithms and software to help students develop the analytical skills required in the field. Topics in the course include business logistics and supply chain strategy and management, customer service, transportation and location theory and modeling, inventory management procedures, forecasting procedures, and simulation procedures.

**BUS 445. Sales Management 3**

This course covers the development of concepts in salesmanship, sales management, personal selling, and major promotional variables in the firm's marketing strategy, along with trends and developments in sales management. *Prerequisites: BUS 301 or BUS 307, and BUS 302.*

**BUS 446. Personal Selling 3**

This course familiarizes students with current strategies, techniques, and procedures employed by successful personal selling organizations and the professionals they employ. Emphasis is on honing the student's interpersonal and selling skills, while becoming familiar with modern sales techniques and technologies. *Prerequisites: BUS 302.*

**BUS 447. Services Marketing 3**

This course is especially designed for those students interested in working in service industries, and addresses the specific challenges and needs of these industries in the area of marketing. Service industries (e.g., theme parks, banks, law firms, hotels, hospitals, insurance companies, educational institutions, hair salons, and transportation companies) dominate the world and U.S. economies; their special marketing approaches are studied in this course. *Prerequisite: BUS 302.*

**BUS 451. Marketing Management 3**

Emphasis in this course is on management of marketing function. Marketing managers today must adapt to new environments, be change managers, and skillfully devise and implement strategy. Students in this course integrate learning in the entire marketing spectrum, including: market research information, demand management, market segmentation, product positioning, branding, and marketing strategy. *Prerequisites: BUS 150 and BUS 302.*

**BUS 452. Buyer Behavior 3**

This course examines the influence of consumer and organizational buyer behavior processes on the development of marketing plans and strategies. Various internal and external influences on decision making, as well as differences and similarities between consumer and organizational buying decision, and choice processes are explored in the course. Concepts from behavioral science and economics will be presented to explain both purchase and consumption behaviors. *Prerequisite: BUS 302.*

**BUS 453. Business Research 3**

This course examines the role of business research in business and marketing management

decision making. Using the Internet as a source of information, the course covers the following topics: business research process; use of secondary data analysis; primary data collection via questionnaire development, surveys, experiments, and observation methods; and how to use and interpret statistical data analysis. Students will conduct an actual business and/or marketing related project and present results in a written and oral presentation. *Prerequisites: BUS 301, BUS 302, and BUS 330.*

**BUS 454. Digital Marketing: Strategies and Practice 3**

This advanced course explores the application of social media and digital marketing to help solve marketing problems, using digital marketing strategies in a dynamic, complex and competitive marketplace. The course builds on marketing principles and explores digital strategy development for using digital media to build customer relationships and creating and sustaining intelligent and effective online and mobile customer experiences. *Prerequisites: BUS 302 or COM 312.*

**BUS 460. Strategic Management 3**

An investigative, case-intensive approach to the study of the total enterprise from the executive management's point of view — the direction management intends to take, management's strategic plan, and the tasks of implementing and then executing the chosen strategy. The material is designed to improve analytical, problem-solving, and decision-making skills in situations dealing with the firm as a whole. Also emphasized are the strategies necessary for start-up companies to prosper and grow. *Prerequisite: Completion of Business Core Requirement. May be taken no earlier than one semester before graduation.*

**BUS 471. Cost Accounting 3**

This course is a study of product cost determination, including activity-based costing and job-order, process, and standard cost. It emphasizes inventory valuation, planning and control of production costs, and the preparation of cost reports. *Prerequisite: BUS 202.*

**BUS 474. Income Tax Accounting for Individuals 3**

In this course you will study the concepts and structure of the federal tax system for individuals and learn how to prepare individual tax returns.

**BUS 475. Taxation for Business Entities 3**

This course is an in-depth study of special topics including corporations, reorganizations, estate and gift taxation, tax administration, and tax research. Students will learn to locate relevant information in regulations, revenue rulings, and court cases. *Prerequisites: BUS 201, BUS 202, BUS 474.*

**BUS 477. Auditing 3**

In this course you will learn the objectives and standards of auditing, the rules governing the practice of auditing, and the procedures employed by auditors to assess and report on the internal controls of a business and the reliability of its financial information. *Prerequisite: BUS 201.*

**BUS 478. Advanced Accounting 3**

A study of specialized topics in financial accounting, including consolidated reporting, foreign currency and hedging transactions, and governmental and non-profit accounting. *Prerequisite: BUS 372.*

**BUS 498. Special Topics in Business Administration 1-3**

This course, which explores a topic of contemporary interest to the study of business administration, is offered as needed to students with junior or senior standing.

**BUS 499. Independent Study in Business Administration 1-3**

This course, which involves supervised research on a selected topic, is offered as needed to students with junior or senior standing. *Prerequisite: permission of instructor.*

**CHE - Chemistry Courses****CHE 130. Chemistry for Health Sciences 4**

This course covers the fundamental concepts of general chemistry, organic chemistry, and

biological chemistry primarily focused for application to nursing. Major topics include: molecular structure and bonding, chemical equations and associated calculations, solution calculations, states of matter, nuclear chemistry, the identification of primary organic functional groups and their reactions, and the basic chemistry of carbohydrates, proteins, lipids, amino acids, and DNA. Critical thinking skills in science along with problem solving procedure development are included. This course requires both lecture and laboratory instruction. *Prerequisite: MAT 102 or higher and high school chemistry, or professor approval. Corequisite: CHE 131.*

**CHE 131. Chemistry for Health Sciences**

The chemistry laboratory is to be taken along with CHE 130, Chemistry for Health Sciences lecture, and provides students the experience in conducting experiments that allows them to make scientific observations, measurements, and conclusions. Good laboratory techniques along with lab safety are stressed. *Corequisite: CHE 130*

**CHE 180. General Chemistry I (ES) 4**  
(Formerly CHE 121)

This course is an introduction to the nature of matter and its transformations. Atoms and compounds, qualitative and quantitative aspects of chemical reactions, and the electronic and geometric structures of molecules are studied. The course includes both lecture and laboratory instruction. *Prerequisite: MAT 102. Corequisite: CHE 181.*

**CHE 181. General Chemistry I Lab**  
*Corequisite: CHE 180.***CHE 182. General Chemistry II (ES) 4**  
(Formerly CHE 122)

This course is a continuation of CHE 180, with emphasis on gas laws, solutions, acid-base equilibria, and molecular geometry. The course includes both lecture and laboratory instruction. *Prerequisite: CHE 180. Corequisite: CHE 183.*

**CHE 183. General Chemistry II Lab**  
*Corequisite: CHE 182.*

**CHE 280. Brief Survey of Organic Chemistry** 4

This course is a survey of organic chemistry for nursing students. The basic functional groups of organic chemistry are covered. Emphasis is placed on modern mechanisms and structure. The course is not designed for biology majors. The course includes both lecture and lab. *Prerequisite: CHE 180. Corequisite: CHE 281.*

**CHE 281. Brief Survey of Organic Chemistry Lab**  
*Corequisite: CHE 280.*

**CHE 298. Special Topics in Chemistry** 4  
This course, which explores a topic of contemporary interest to the study of chemistry, is offered as needed to students with at least sophomore standing.

**CHE 299. Independent Study in Chemistry** 4

This course, which involves supervised research on a selected topic, is offered as needed to students with at least sophomore standing. *Prerequisite: permission of instructor.*

**CHE 380. Organic Chemistry I** 4  
(Formerly CHE 340)

This course is the first in a two-part sequential series, which covers bonding, naming, functional groups, and the physical and chemical properties of common carbon compounds. Organic reactions are emphasized in terms of modern theory. The course includes both lecture and laboratory instruction. *Prerequisites: CHE 180 and 182. Corequisite: CHE 381.*

**CHE 381. Organic Chemistry I Lab**  
*Corequisite: CHE 380.***CHE 382. Organic Chemistry II** 4  
(Formerly CHE 341)

This course, the second part of a two-semester sequence, is a study of structure, synthesis, and reactions of organic compounds using modern theories of organic chemistry. The course includes both lecture and laboratory instruction. *Prerequisite: CHE 380. Corequisite: CHE 383.*

**CHE 383. Organic Chemistry II Lab**  
*Corequisite: CHE 382.***CJS – Criminal Justice/Sociology Courses****CJS 300. Comparative Criminal Justice Systems** 3

In the United States, an old T.V. character used to say, “Don’t do the crime if you can’t do the time.” But is the criminal system that clear cut? And does that same attitude exist around the globe? During this course we’ll examine the criminal justice systems from two different countries from start to finish - cops, courts, and corrections - and see how they are similar and where the key differences are. This semester we will focus on the systems of the United States and Great Britain.

**CJS 305. Juvenile Delinquency** 3

Every nine seconds a child drops out of school, every 15 seconds a child is arrested, every 5 minutes a child is arrested for a violent crime, and every 23 minutes a child is wounded by gunfire – hard statistics that reflect many kids’ lives. Why are American children committing more crimes and falling victim to more violent episodes than ever before? This course seeks to help students understand the breadth and depth of juvenile delinquency at the beginning of the 21st century. We will examine theories, studies, systems, and societal reactions that shape the way our culture addresses issues of delinquency.

**CJS 350. Criminological Theory** 3

This course begins with a survey of the history and application of criminological thought which will provide a foundation for analysis of the assumptions, elements, and policy implications of theories of crime and criminal justice. The first half of this course focuses on theories within two major paradigms in criminological theory: Classical and Positivist Criminology. The second part of the course will turn to several of the more interdisciplinary theoretical approaches currently in use. We explore the perspectives on crime and criminal justice that permeate public discourse on crime and justice, and critique the formal criminological theories to which these everyday

perspectives are linked. We consider whether existing research provides support for widely accepted theories, and we examine the criminal justice policies associated with different criminological theories.

### **CJS 405. Murder Around the World 3**

This course is an examination of the theories and history shaping the biological, psychological, social, and environmental characteristics of murder. Attention will be paid to how these crimes were investigated when they happened and how the change to modern forensic technology would have shaped the investigation much differently had it occurred in the past decade.

### **CJS 410. Ethical Issues in Criminal Justice 3**

This course is an upper level undergraduate course which examines current issues related to ethics in law enforcement, the courts, and corrections. Students will become familiar with practical issues that generate interaction between ethics and criminal justice. Students will then be exposed to various philosophical theories that may provide practical application of theory and learn the significance of these various philosophical applications of theory in the study of contemporary criminal justice issues.

## **COM - Communications and Media Studies Courses**

### **COM 104. Introduction to Multimedia Workshop (AE) 1**

Students serve as apprentice staff members of The Eagle Eye, the student-run campus online news outlet. This course provides students with an introductory experience working for the student multimedia news outlet. *No prerequisites.* May be repeated once for credit (maximum of two semesters).

### **COM 108. Communicating Effectively 3**

COM 108 is an integrated communication skills course focusing on speaking, writing, listening, research and information literacy, leadership, teamwork, visual design, and the use of classroom technologies. Students learn to compose, organize, and express their arguments,

ideas, and feelings in writing and in a range of speaking situations from formal public speaking to class discussions to interpersonal relationships.

### **COM 202. Media and Culture (GS)(KSSC) 3**

Students learn about the changing role and cultural impact of mass media in our society and globally, along with gaining a critical understanding of our role as media consumers. This course is the gateway course for communication majors and a prerequisite for most upper-level, media-related classes. *Prerequisite: ENG 101 and either ENG 102 or ENG 103, or permission of instructor.*

### **COM 204. Intermediate Multimedia Workshop (AE) 2**

Students serve as staff members of The Eagle Eye, the student-run campus online news outlet. This course provides students with an engaged experience working for the student multimedia news outlet. *Prerequisite: Completion of COM 104 or permission of the course instructor.* May be repeated for credit (up to 12 credits). A maximum of 6 credits can be applied to General Electives.

### **COM 206. Feature Writing (AE) 3**

Students develop skills in creative non-fiction writing for a variety of media environments. Students develop skills in nonfiction storytelling of various types as well as in visually supporting their stories. *Prerequisites: ENG 101 and either ENG 102 or ENG 103.*

### **COM 207. Screenwriting (AE) 3**

Students learn the various roles that the story script fulfills as the primary conceptualizing, defining, and guiding document for the media production process. Writing projects and exercises walk students through the process of script development for television and motion picture production, exploring essential story elements such as narrative form, dramatic tension and conflict, character development, plot, point of view, dialogue, and setting as well as the structural demands of the industry formats including legal and professional issues. *Prerequisite: ENG 101 and either ENG 102 or ENG 103.*

**COM 210. Documentary Photography (AE)****3**

Students learn about the opportunities and challenges faced by professional photographers as they document the world around them. Students will learn the strategies and techniques used to apply photographic theory and principles to these occasions.

**COM 220. Audio Design (AE)****3**

Students learn the basic concepts, theories, and methodologies of audio design and production for media projects that use moving images and dynamic sound. Students gain hands-on practical experience with specialized media production equipment and software used for recording, manipulating, and then editing audio signals for a wide variety of media projects.

**COM 230. Research Methods in Communication****3**

This course introduces both qualitative and quantitative research methods to apply both to academic research and to career-related research in the strategic media industries (e.g., journalism, PR, advertising). Students will develop a critical understanding of the process of inquiry in the social and behavioral sciences; the traditional paradigms, methods and techniques of such research; and the skills to gather data through a variety of methods and then to critically interpret, evaluate, and use the information.

**COM 250. Introduction to Digital Storytelling (AE)****3**

Students learn to create professional media storytelling projects for film and television using moving images and dynamic sound. Using portable digital media production equipment in the studio and the field, students begin to master the basic production elements of developing an idea, writing a script, producing, directing, shooting and editing a project, and finding options for program distribution and exhibition.

**COM 251. Cinematography****3**

This course expands upon both artistic and technical skills needed to enhance visual storytelling through a camera lens, focusing upon composition, camera angles and movements, color, lighting, and other essential elements.

*Prerequisite: COM 250, or permission of instructor.*

**COM 298. Special Topics in Communication (KSSC)****3**

Students explore a topic of contemporary interest to the study of communication. May be repeated for credit.

*Prerequisites for all 300- and 400-level communications courses are ENG 101 and either ENG 102 or ENG 103.*

**COM 304. Advanced Multimedia Workshop (AE)****3**

Students serve on the editorial team of The Eagle Eye, the student-run campus online news outlet. This course provides students with an editorial and leadership position on the student multimedia news outlet. *Prerequisite: COM 204.* May be repeated for credit. A maximum of 6 credits can be applied to General Electives.

**COM 305. Organizational and Professional Communication****3**

Students gain an overview of the relationships between organizational and communication theories, a model for examining communication processes, and methods of diagnosing and/or managing organizational communication. Students will also enhance their professional skills as they research and explore future career paths in the corporate or nonprofit world.

**COM 306. Integrated Storytelling (AE)****3**

Students actively engage in content production using both writing and design skills for developing storylines for transmedia, multi-platform, story-based experiences. Beginning with an understanding of how producers weave together audio, video, images, graphics, and text as components with which to tell a story, students learn to create multimedia story packages distributed across media platforms. Applications range from multimedia online journalism to transmedia marketing to other types of non-linear, modular, interactive fiction or nonfiction narratives for multi-platform release.

**COM 308/ART 308. Digital Art I (AE) 3**

Students are introduced, through hands-on practice, to the fundamentals of digital art and graphic design using the computer as an art medium and design tool. A variety of imaging applications are explored through design problem solving and visual studio assignments.

**COM 309/ART 309. Digital Art II 3**

This course expands upon the concepts and skills developed in COM/ART 308 with an emphasis on cross-application digital work and advanced presentation methods. Image sequencing and web application complement the burgeoning knowledge of digital art techniques. The class also focuses on the larger conceptual issues that underlie digital art and graphic design.

**COM 310. Digital Video Editing 3**

Students learn to edit digital media stories such as television programs, documentaries, and dramatic films. Through hands-on work with digital non-linear editing systems, students gain familiarity with professional editing practices and techniques. *Prerequisites: COM 250 or permission of instructor.*

**COM 311. Public Relations Practices 3**

Students learn about effective public relations principles and techniques and develop a foundational knowledge about planning and developing successful public relations campaigns for specific audiences. *Prerequisite: COM 202 or permission of instructor.*

**COM 312. Advertising Principles 3**

Students engage with advertising principles and practices, learning techniques for working with clients to tell their stories and establish their brands through the development of effective advertising campaigns. *Prerequisite: COM 202 or permission of instructor.*

**COM 313. Educational Public Relations 3**

This advanced public relations course examines the skills necessary for communicating with internal and external publics in the educational environment and introduces the practical application of these skills for practitioners, teachers, administrators, and staff members.

*Prerequisite: COM 311 or permission of instructor.*

**COM 314. Strategies for Advertising and Public Relations Campaigns 3**

In this advanced course, students explore the cross-functional organization of integrated marketing communication with special emphasis on the areas of advertising, public relations, and marketing. Students gain hands-on experience applying the skills and techniques needed to influence and change the market through development of a comprehensive and well-organized plan. *Prerequisites: COM 311 and COM 312.*

**COM 415. Directing and Producing 3**

Students learn about the roles and responsibilities of the producer and the director in creating a media project such as a T.V. program, film, or streaming video segment. Through hands-on practice, students learn how to guide media production teams efficiently with an emphasis upon managerial skills of personal initiative, dependability, and follow-through. *Prerequisite: COM 250.*

**COM 325. Web and Interactive Media Design I (AE) 3**

Students focus on the design and development of websites and interactive media that might include dynamically-driven Internet applications, video games, virtual online environments and ubiquitous computer applications. Students learn critical skills; develop their visual aesthetics, interactive design, technical and analytical skills; and achieve an introductory understanding of industry-standard tools.

**COM 326. Web & Interactive Media Design II 3**

This course develops more advanced skills in web and interactive media design, including the aesthetic and technical skills for development of complex websites and interactive media as well as professional skills in working in collaborative design teams and in using the internet for business communications. Students learn and practice critical and technical skills in visual aesthetics, design philosophies, architectural structures for interactive design and analysis,



while at the same time achieving a working knowledge of industry-standard tools. By the end of the course, the students will have all the tools and skills they need to take on free-lance web construction work. *Prerequisite: COM 325.*

**COM 340. Strategic Writing 3**

This course improves all aspects of students' writing skills, with special attention to mastering the requirements for content, style, format, and design for strategic writing in professional careers such as newswriting, public relations, advertising, and related fields. *Prerequisite: ENG 101 and either ENG 102 or ENG 103.*

**COM 350. Introduction to Television and Film Studies (AE) 4**

Students gain interpretive skills for analyzing and better understanding films and television programs, both fiction and nonfiction (documentary), within a variety of stylistic, historical, and cultural contexts.

**COM 352. Styles and Genres of Motion Media (KSSC) 3**

Usually focusing upon a particular genre, such as science fiction or documentary, this course exposes students to the formal and stylistic strategies valued in a particular body of films or T.V. series, including narrative structures and visual storytelling techniques such as cinematography, lighting, sound, staging, editing, and special effects. Students also examine the critical and philosophical assumptions underlying the artistic choices shaping each work, considering the impact of audience response as well.

**COM 360. Intercultural Communications (GS)(KSSC) 3**

Students gain insights, knowledge, and new understandings about the opportunities and challenges created by cultural and ethnic diversity in American as well as international contexts. Includes fundamental concepts from cultural anthropology as well as research techniques in historical, archival, and ethnographic methodologies.

**COM 365. Global Media (GS) 3**

Students examine the media in one or more geographical or cultural regions of the globe, paying special attention to the cultures, societies and politics of the region that have a bearing upon the artistic and industrial production of media, the forms and styles of those media, and the roles that media play in the cultures and societies of the region, as well as in the larger globalized economy. The focal topic of the course will vary from semester to semester. May be repeated for credit.

**COM 370. Media Law and Ethics (VE) 3**

Students will examine legal and ethical issues in the field of communication, particularly those affecting the contemporary mass-media industries.

**COM 398. Special Topics in Global/Intercultural Communication (GS) 3**

Students explore global or international issues of contemporary interest to the study of communication, or advanced issues in intercultural communication. May be repeated for credit. *Prerequisite: COM 202 or permission of instructor.*

**COM 403. Theories of Media and Visual Culture 3**

Students gain an understanding about the contributions of various intellectual and theoretical traditions to the contemporary field of media studies, examining theories of media and culture at the level of production, textual analysis, and reception of media messages. *Prerequisites: COM 202 and COM 360, or permission of instructor.*

**COM 406. Special Projects 1-6**

This independent learning course provides students with the opportunity to develop special media-related projects working under the supervision of a professor. The professor and student will develop a plan and determine the scope of the project and what must be completed to earn the agreed-upon number of credits. Students may sign up for one to six credit hours. *Prerequisites: Must be preapproved by instructor and Program Coordinator.*

**COM 407. Communication Internship 2-6**

A supervised program of on-the-job study for the Communication and Media Studies major, this course provides practical, hands-on experience in a real-world work environment. The internship may be in areas such as marketing, editorial writing, human resources, public relations, T.V. production, news media, etc. This is not an independent study or special projects course; students must be working under the supervision of a professional in a corporate office or production environment. 160 hours of time on the job is required for a 3-credit course, or 320 hours for 6 credits, in addition to required reports. *Prerequisite: Completion of 24 credit hours of COM courses at the 200-level or above, plus approval by the CMS faculty Internship Coordinator.*

**COM 450. Thesis Project 3**

Students plan and carry out an independent, semester-long project of substantial academic research and/or creative scholarship in consultation with a thesis project director approved by the student's major advisor and the CMS Program Coordinator. May be repeated for credit. *Prerequisite: Preapproval by instructor and Program Coordinator.*

**COM 490. Transmedia Storytelling: Capstone Seminar Course 3**

This capstone course for graduating seniors provides students with the opportunity to integrate all they have learned in their major coursework in a collaborative seminar where each student develops and carries out a transmedia storytelling capstone project. This can be a creative narrative story, a documentary project, or a promotional project for a small business or nonprofit client. The seminar uses a student-led pedagogical style in which students take greater responsibility for their own learning. *Prerequisite: COM 403 or permission of instructor.*

**COM 498. Special Topics in Communication 3**

This senior-level seminar course explores a topic of contemporary interest to the study of communication. May be repeated for credit.

**COM 499. Independent Study 3**

Students work closely with a supervising professor to carry out an independent course of research and/or creative scholarship. *Prerequisite: Completion of advanced coursework and permission of CMS Program Coordinator.*

**CRJ – Criminal Justice Courses****CRJ 201. Introduction to Criminal Justice for Law Enforcement 3**

A survey of the system of American criminal justice, this course gives an overview of police, prosecution, courts, and corrections. Highlighted are major concerns in contemporary administration of justice; functions of criminal law; assessments of crime, organized crime, narcotics, and drug abuse; roles of the judiciary; and institutional and community corrections.

**CRJ 202. Criminology for Law Enforcement 3**

This is a basic course presenting the history of criminological thought, including traditional and contemporary schools of thought.

**CRJ 203. Juvenile Justice for Law Enforcement 3**

This course traces the development of the individual through childhood and adolescence as this development is related to delinquency and crime. Emphasized are special characteristics of juvenile and youthful criminality, principles of juvenile delinquency, and policies and practices for prevention and control.

**CRJ 204. Corrections for Law Enforcement 3**

This course surveys current correctional thought and practices in the United States, including the evolution of modern correction practices in this country and an overview of correctional treatment in different types of institutions and communities.

**CRJ 205. Basic Law Enforcement Procedures 3**

This course surveys knowledge and skills associated with basic law enforcement operations. Emphasis is placed on techniques of patrol, response to crimes in progress, critical incident management, officer survival, and report writing. Additional topics include: arrest and booking procedures, courtroom testimony, communication procedures, and vehicle pullovers.

**CRJ 206. Fundamentals of Criminal Investigation for Law Enforcement 3**

This course presents the fundamentals of preliminary criminal investigations. Learners are provided with an overview of crime scene management and investigative techniques. Topics include: crime scene processing, evidence collection, surveillance, crime scene management techniques, and procedures used in investigating various crimes. Emphasis is placed on legal requirements specified in the Criminal Code of Georgia. This course is administered in accordance with standards established by the Georgia P.O.S.T. Council. Successful completion through Reinhardt University is required to earn basic peace officer certification. Students must meet P.O.S.T. academic standards. *Prerequisite: Approval from Georgia P.O.S.T. Council and permission of the police academy director.*

**CRJ 215. Basic Law Enforcement Procedures 6**

This course surveys knowledge and skills associated with basic law enforcement operations. Emphasis is placed on techniques of patrol, response to crimes in progress, critical incident management, officer survival, and report writing. Additional topics include: arrest and booking procedures, courtroom testimony, communication procedures, and vehicle pullovers. This course is administered in accordance with standards established by the Georgia P.O.S.T. Council. Successful completion through Reinhardt University is required to earn basic peace officer certification. Students must meet P.O.S.T. academic standards. *Prerequisite: Approval from Georgia P.O.S.T.*

*Council and permission of the police academy director.*

**CRJ 252. Criminal Justice Administration for Law Enforcement 3**

An overview of the foundations of management and administration that make the criminal justice system work, this course applies management concepts to police, courts, and corrections with an emphasis on improving the operation of the criminal justice system.

**CRJ 253. Constitutional Law for Law Enforcement 3**

This course analyzes the constitutional limitations on the criminal justice system and its processes as well as the implications of federal constitutional protections with respect to police investigation, pre-trial procedures, trials, post-conviction processes, and definition of offenses.

**CRJ 254. Criminal Procedure for Law Enforcement 3**

This course analyzes the development and practical application of procedural law through a review of relevant constitutional amendments, judicial precedents, and statutes. Emphasis is placed on the laws of arrest, search and seizure, pre-trial identification, the rules of evidence, and the admissibility of confessions and admissions. This course is administered in accordance with standards established by the Georgia P.O.S.T. Council. Successful completion through Reinhardt University is required to earn basic peace officer certification. Students must meet P.O.S.T. academic standards. *Prerequisite: Approval from Georgia P.O.S.T. Council and permission of the police academy director.*

**CRJ 275. Introduction to Criminal Law for Law Enforcement 3**

A survey of the aspects of criminal law, this course acquaints students with various types of crimes, specific offenses and defenses, and provides a basic understanding of criminal procedure. This course is administered in accordance with standards established by the Georgia P.O.S.T. Council. Successful completion through Reinhardt University is required to earn basic peace officer certification. Students must meet P.O.S.T. academic standards.

*Prerequisite: Approval from Georgia P.O.S.T. Council and permission of the police academy director.*

**CRJ 295. Survey of Criminal Justice Problems for Law Enforcement 3**

Offered as needed, this course deals with realistic problems encountered in the criminal justice field in order to develop the student's use and appreciation of logical reasoning and the scientific method as applied in law and in the social sciences. The object is to enable the student to apply the scientific method to the analysis of problems in the administration of justice. *Prerequisites: CRJ 201 and CRJ 252.*

**CRJ 298. Special Topics in Criminal Justice for Law Enforcement 3**

This course, which explores a topic of contemporary interest to the study of criminal justice, is offered as needed to students with at least sophomore standing.

**CRJ 299. Independent Study in Criminal Justice for Law Enforcement 3**

This course, which involves supervised research on a selected topic, is offered as needed to students with at least sophomore standing. *Prerequisite: permission of the instructor.*

**CRJ 300. Criminal Evidence and Procedure 3**

Historical and contemporary overview of rules governing criminal procedure and rules of evidence as they affect the accused, the convicted, the functions of law enforcement, and the conduct of criminal prosecutions. Survey of constitutional rights of the accused and the conflict of rights with maintenance of public order and enforcement of criminal law.

**CRJ 310. Criminal Justice Research Methods 3**

An introduction to basic research methods applied in the study of criminal justice and the social sciences with emphasis placed upon the understanding of research methodology, statistics and application of the scientific method. The course will include a review and critique of research on crime causation, issues in law enforcement, courts, and corrections.

**CRJ 320. Survey of American Law Enforcement 3**

This course provides an overview and analysis of the American system of law enforcement, examining the origins, development, roles, and operations of policing in a modern society. The students will also examine major issues such as civil liability, use of force, officer discretion, and some of the philosophical and cultural issues facing law enforcement today.

**CRJ 330. Survey of Correctional Thought and Practices 3**

A critical examination of the American system of corrections with emphasis on the philosophical underpinnings of past, current, and emerging correctional paradigms. Provides an overview of the origins of correctional thought, practical challenges, and policy implications. Controversial issues related to imposition of the death penalty, disproportionate incarceration, and the effects of net-widening will be explored.

**CRJ 340. Ethical Issues in Criminal Justice 3**

Students in this course will study and engage in the practice of ethics as it applies to crime, law, and justice. This course explores concepts of morality, ethics, values, moral and ethical frameworks, and dilemmas relative to criminal justice policies and practices.

**CRJ 350. Current Trends in Law Enforcement 3**

This course will examine recent trends and developments that affect policing roles, styles, and functions with emphasis on the philosophy and components of community policing.

**CRJ 400. Seminar in Cyberspace Criminal Activity 3**

Explores legal issues and challenges faced by the criminal justice system in response to computer and cyberspace criminal investigations. Emphasis is placed upon various forms of crime perpetrated in cyberspace. Topics include forms of electronic criminal activity, enforcement of computer-related criminal statutes, constitutional issues related to search and seizure, privacy concerns, application of the First Amendment in

cyberspace, and laws pertaining to electronic surveillance.

### **CRJ 410. Criminology and Criminological Theory** 3

This course is a multidisciplinary survey of theories of crime causation and social control. Major topics covered include: theory construction, theory-methods, symmetry, evaluating theory, theoretical integration, crime reduction and applied criminology.

### **CRJ 420. Juvenile Justice and Delinquency** 3

A critical examination of juvenile delinquency as a legal concept with analysis of etiological perspectives and societal responses. Content focuses on the evolution of the juvenile justice system as an institution, processes involved in adjudication and case disposition, theoretical foundations of intervention and prevention, and sources of conflict in the implementation of policy.

### **CRJ 430. Managing Criminal Justice Organizations** 3

This course examines bureaucratic, political, and other characteristics of justice organizations through a review of theories of public administration and organizational behavior. This course applies theories to problems and policies encountered in managing criminal justice agencies.

### **CRJ 440. Terrorism and Counterterrorism** 3

This course examines the indigenous and external sources of terrorism, the declared and implied objectives or strategies operations, and tactics and the countermeasures that are created. This course will take an even closer look at prioritizing terrorism while trying to focus on other U.S. problems and foreign policy objectives.

### **CRJ 450. Incident Command Paradigms** 3

This course examines the challenges that public safety organizations face when responding to and recovering from disasters with emphasis on the roles of federal, state, and local governments. The course will evaluate lessons learned from

previous disasters in relation to contemporary disaster response.

### **CRJ 460. Fraud Investigations** 3

Provides an introduction and overview of fraud investigations. A primary focus of this course will be the various types, causes, impacts, and laws related to fraud. Students in this course will work on analyzing current examples of fraud and applying best practices to investigations. In addition, students will work collaboratively to develop educational outreach information for the surrounding community.

### **CRJ 470. Comparative Criminal Justice Systems** 3

This course is a comparative study of the major legal traditions and analysis of the criminal justice system in different cultures and countries. Emphasis is focused on understanding differences in procedural law, substantive law, policymaking, law enforcement, court systems, and correctional systems between the United States and other countries.

### **CRJ 480. Seminar in Criminal Justice** 3

A comprehensive and cogent recapitulation of the criminal justice curriculum with a focus on topical and contemporary issues. Current policy issues such as immigration, border control, terrorism, drug policy, the treatment of the mentally ill in prisons and jails, sex offender treatment, emerging correctional paradigms, police use of force, constitutional issues, officer corruption, and mass incarceration will be among the topics discussed.

### **CRJ 485. Introduction to Forensic Science** 3

This course examines the development of forensic applications in criminal investigations and the rooting of forensics in the natural sciences. Topics include techniques of crime scene processing, an overview of physical evidence, forensic toxicology, biological stain analysis, DNA, and arson investigations.

### **CRJ 490. Directed Research in Criminal Justice** 3

An individualized study project conducted on behalf of a criminal justice agency or

organization involving objective observation and reporting of information relating to relevant issues with a focus on understanding and interpreting data. A documented research paper is required, and must relate to criminal justice subject area.

**CRJ 495. Victimology 3**

An examination of theories and history shaping the bio-psycho-social and environmental characteristics of crime and violent victimization. Emphasis is placed on intersection with issues of race, gender, class, ethnicity, and sexual orientation.

**EDU - Education Courses**

**EDU 164 Values, Character, and Leadership Development (VE) 3**

This course considers how values and character develop across the human life span and how they may be promoted by character education through an examination of the changes that occur during childhood, adolescence, and adulthood. This course introduces the research of both classical and contemporary scholars as well as other critics that point toward expanded conceptions of moral development. In addition, moral leadership development and service leadership are discussed in terms of building community, promoting human growth, and new levels of professionalism.

**EDU 225. Lifespan Development from a Multicultural Perspective 3**

This course focuses on lifespan development with emphasis on school age children and the impact of culture and family on their development. Relevancy to the classroom and the support of students' diverse learning needs are addressed. *Prerequisite: PSY 101.*

**EDU 230. Common Elements of Differentiated Instruction 3**

This is the first education course in the professional sequence that all Reinhardt students must take if they plan to enter any of the preparation programs in the Price School of Education. During the course, education students will acquire a basic knowledge and understanding

of the three basic tenets of differentiated instruction, the PSOE teacher candidate proficiencies of the DATA Model, and an understanding of the conceptual framework based on the elements of differentiated instruction that are reflected in the DATA Model. Field experience is required. *Prerequisite: PSY 101.*

**EDU 318. Motivation and Learning for Diverse Students 3**

This is an introductory course in how and why children learn. Components of this course include the biological, behavioral, and cognitive theories of learning with an emphasis on the newest information on brain-based learning. The course will explore what makes children want to learn and what factors can keep a child from learning. *Prerequisites: PSY 101, and EDU 225.*

**EDU 325. Differentiated Curriculum and Instruction 3**

This course will examine differentiated curriculum, instructional strategies, and the planning of instruction to support the diverse learning needs of students and to maximize learning. Emphasis will be on the development of a nurturing environment of care and challenge that supports differentiated instruction. *Prerequisite: EDU 230.*

**EDU 327. Differentiated Instruction and Assessment 3**

This course will examine the use of systematic formal and informal assessment as an ongoing diagnostic activity to guide, differentiate, and adjust instruction in the PK-12 classroom. Emphasis will be placed on adapting essential content, teaching practices, and student products based on assessment data to support students' diverse learning needs and to maximize learning. *Prerequisites: Stage I Admission to PSOE and EDU 325.*

**EDU 329. Teaching in the Inclusion Classroom 3**

This course, an introduction to special education, will examine the identification and accommodation of special needs students in the inclusion classroom. Defining inclusion as providing instruction and support for students

with special needs in the context of the regular classroom setting, this course will address the inclusion classroom as a nurturing community of care and challenge that addresses the diverse needs of inclusion students, offering specific strategies that provide appropriate accommodations and modifications for equal access to all learning experiences. Other topics will include a review of both high and low incidence special needs populations and the benefits of collaborative teaching, as well as legal requirements and ethical issues of inclusion and what they mean to educators. *Prerequisites: Stage I Admission to PSOE and EDU 318.*

### **EDU 330. Foundations for Teaching Diverse Students in the Inclusion Classroom 3**

This course is an introductory course which builds upon the history, major legislation, and current issues to establish a foundation for inclusion education. It will cover characteristics, etiology and diagnosis, laws, due process, the placement continuum, and the educational history of individuals with exceptional learning needs, all of which have set the stage for today's inclusion education. This course lays the groundwork for student educators to develop a philosophy of special education.

### **EDU 331. Strategies for Teaching Diverse Learners in the Inclusion Classroom 3**

This methods course is designed to present best practices for teaching learners with special needs in the general education classroom. This course will focus on the value of all skills that learners inherently bring with them to the inclusion classroom. With an emphasis on providing daily success for every diverse learner, students will learn adaptations, modifications, and strategies that are necessary for the success of diverse learners in the inclusion classroom. *Prerequisites: Stage I Admission to PSOE and EDU 329.*

### **EDU 332. Assessment of Diverse Students in the Inclusion Classroom 3**

This course is an overview of the assessment process for learners with special needs in which the special education teacher plays a significant role. It provides a foundation of basic measurement concepts as well as hands-on

experience with assessment tools in the course and practicum. The focus of this class is the use of standardized, informal, and curricular-based procedures for the diagnosis and program planning of learners with exceptional learner needs. *Prerequisites: Stage I Admission to PSOE and EDU 329.*

### **EDU 333. Best Practices of Collaborative Education in the Inclusion Classroom 3**

This course is an overview of best practices for successful collaborative inclusion education. Inclusion education's essential key component is ongoing collaboration among all its stakeholders. This course will address the key elements needed for mutual respect for each stakeholder's unique skills and contributions, for salient communication skills needed, and most importantly the need for all stakeholders to have a shared vision for a successful inclusion education program. Emphasis will be placed on responding in a sensitive manner to culturally diverse families and to the uniqueness of the learner with exceptional needs. Skills needed for co-teaching, co-planning, and working cooperatively with team members will be stressed. *Prerequisites: Stage I Admission to PSOE and EDU 329.*

### **EDU 344. Introduction to Reading 3**

The goal of this course is to help teacher candidates not only become familiar with the developmental stages through which all children progress as they learn to read but also learn to implement flexible strategies for helping students who are reading below grade level. Candidates will be introduced to powerful reading strategies that can be used with large or small group instruction or with individual students. Additionally, candidates will examine a number of formal and informal assessment options. Candidates will also evaluate existing reading programs and learn to recognize reading programs that are balanced and based on best practice and the most recent research in reading instruction.

**EDU 350. Strategic Reading in the Secondary Classroom 3**

This course will address general and specific guidelines for teaching reading to adolescents of diverse academic backgrounds. Through research, field application, and reflection, teacher candidates will explore literacy as it relates to the engagement, diversity, and special needs of the academically diverse adolescent. This course will examine how to integrate a balanced approach to literacy instruction that promotes differentiation of content, instructional practices, and assessment products while encouraging student choice and meeting individual student needs. This course provides instruction in reading theory and methodology and will provide an understanding of strategic reading instruction that can be used with large or small group instruction. Candidates will learn how to balance all components of reading instruction – assessment, word analysis (structural analysis, vocabulary), comprehension, and writing – to facilitate construction of meaning and academic success. *Prerequisite: Stage I Admission to PSOE.*

**EDU 355. Diagnosis of Reading 3**

Focusing on classroom-based reading assessment, this course has been developed for all ECE teacher candidates and MGE candidates who are pursuing a concentration area in reading. Candidates will learn to match assessment to instruction and to use assessment information to organize flexible reading groups for Pre K through 8th grade students. Participants will develop expertise in the use of formal and informal assessments that measure a variety of literacy skills from emerging concepts of print and alphabet knowledge to word recognition, decoding, oral reading fluency, and comprehension. *Prerequisites: Stage I Admission to PSOE and EDU 344.*

**EDU 366. Literacy Instruction and ESOL 3**

This course will address general and specific guidelines for teaching reading to students of diverse cultural and linguistic backgrounds. Varied instructional strategies and resources will be introduced to assist student candidates in enhancing the literacy learning of ESOL students or students with limited English proficiency in a

differentiated classroom. Field experience is required. *Prerequisites: Stage I Admission to PSOE and EDU 344.*

**EDU 377. Reading through Adolescent Literature 3**

This course will assist middle grades candidates in gaining the experience and knowledge that will facilitate struggling middle grades readers. Three important and recurring themes within the course will be differentiated strategies, motivation, and choice. Activities and readings will help candidates focus on the power of motivation and choice in helping struggling middle grades readers gain effective reading strategies that will improve their literacy achievement.

*Prerequisites: Stage I Admission to PSOE and EDU 344.*

**EDU 380. Integration of Creative Arts 3**

Curriculum, methods, materials, and instructional strategies for implementing integrated learning experiences in creative arts (art, music, drama, movement) in the elementary classroom will be emphasized in this course. In addressing the needs of a diverse student population through differentiated instruction, candidates will learn to target the multiple intelligences through arts integration into the regular curriculum. Creation of art projects, lesson plans, and thematic units developmentally appropriate for children's learning and enhancing the Common Core Curriculum Standards, as well as the National Standards for Arts Education, will be emphasized through the concept that children communicate ideas and feelings and develop sensitivity and perception through the creative arts. *Prerequisites: Stage I Admission to PSOE and EDU 325.*

**EDU 384. Differentiation through Technology 3**

This course provides the rationale for differentiating classroom instruction through technology, providing a multitude of examples that can be used in the Pre-K through 12th grade classroom to differentiate essential content, instructional practices, and student products. Candidates will learn how to address student differences through technology-rich, inquiry-based learning experiences. They will also



develop effective, efficient, and appealing technology-rich learning environments that differentiate teaching and learning to meet individual differences. Laboratory sessions will be devoted to equipment operation, software production for multimedia presentations, creation of a personal website, and an electronic portfolio. *Prerequisite: Stage I Admission to PSOE.*

### **EDU 388. Practicum in Reading Instruction**

3

This practicum serves as a culminating experience for middle grades candidates who have chosen reading as one of their concentration areas. Candidates will be placed in a middle grades reading classroom and will be required to use their acquired knowledge and skills in determining appropriate reading instructional strategies and assessment options to implement in the classroom. Participatory action research methods will be used to help candidates study the link between theory and practice and make recommendations to other professionals for integrating current knowledge about reading to the classroom. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Practice Block. Extensive field experience is required. *Prerequisites: Stage I Admission to PSOE, EDU 344, and EDU 355.*

### **EDU 399. Clinical Practice: Reading and Writing in the Content Areas for Diverse Learners**

3

This Clinical Practice (CP) course addresses general and specific guidelines for teaching reading and writing to adolescents of diverse cultural and linguistic backgrounds. Candidates will explore content literacy as it relates to the engagement and special needs of the academically diverse adolescent. This course will examine how to integrate a balanced approach to literacy instruction in the content areas that promotes differentiation while encouraging student choice and meeting individual student needs. During the 7-week CP practicum conducted in the second half of the semester, candidates will have opportunities to plan, implement, and evaluate reading and writing lesson plans that address differentiation of essential content, instructional practices, and

student products based on student readiness, interest, and learning profile. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Residency experience. *Prerequisite: Stage II Admission to Clinical Practice Block.*

### **EDU 440. Clinical Practice: Spirituality and the Nurturing Classroom**

3

This CP course emphasizes key principles highlighting effective management of a differentiated classroom that serve to support differentiated teaching of meaningful, challenging academic tasks within a caring environment. Strategies serving to stimulate the spirit of each learner, where students accept the challenge of academic rigor by working together, taking responsibility for their learning, and feeling comfortable in taking thoughtful risks, are promoted. *Prerequisite: Stage II Admission to Clinical Practice Block.*

### **EDU 450. Clinical Practice: Mathematics and Problem Solving (EE)**

3

This CP course presents candidates with methods, materials, and organizational techniques for providing problem-based mathematics in the differentiated elementary classroom. Candidates will explore ways to best provide the essential content, processes, and attitudes of mathematics, focusing specifically on how problem-based mathematics instruction is foundational to mathematics learning. Throughout the course, candidates will discuss current curriculum issues in mathematics education and develop an understanding of mathematics in light of present national (NCTM) and state education standards. During the 7-week CP practicum conducted in the second half of the semester, candidates will have opportunities to plan, implement, and evaluate lessons that address differentiation of essential mathematics content, instructional practices, and student products based on student readiness, interest, and learning profile. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Residency experience. *Prerequisite: Stage II Admission to Clinical Practice Block.*

**EDU 451. Clinical Practice: Inquiry-Based Science (EE) 3**

This CP course presents candidates with methods, materials, and organizational techniques for providing inquiry-based science in the differentiated elementary classroom. Throughout the course, candidates will discuss current curriculum issues in science education and develop an understanding of science in light of present national (NSTA) and state education standards. During the 7-week CP practicum conducted in the second half of the semester, candidates will have opportunities to plan, implement, and evaluate lessons that address differentiation of essential science content, instructional practices, and student products based on student readiness, interest, and learning profile. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Residency experience. *Prerequisite: Stage II Admission to Clinical Practice Block.*

**EDU 452. Clinical Practice: Social Studies and Fine Arts (EE) 3**

This Clinical Practice Block course presents candidates with curriculum content, materials, instructional strategies, and organizational techniques for integrating social studies and fine arts content in the differentiated elementary classroom. Candidates will investigate how to incorporate movement, music, drama, and the visual arts with the essential content, processes, and attitudes of social studies. In addressing the needs of a diverse student population through differentiated instruction, candidates will learn how to target the multiple intelligences through social studies and fine arts integration. During the 7-week CP practicum conducted in the second half of the semester, candidates will have opportunities to plan, implement, and evaluate integrated social studies and fine arts lessons that address differentiation of essential social studies content, instructional practices, and student products based on student readiness, interest, and learning profile. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Residency experience. *Prerequisite: Stage II Admission to Clinical Practice Block.*

**EDU 453. Clinical Practice: Language Arts Integration (EE) 3**

This CP course presents candidates with methods, materials, and organizational techniques for providing integrated language arts in the differentiated elementary classroom. The course will highlight strategies for reading, writing, speaking, listening, viewing, and visually representing across the elementary curriculum. This course will also address candidate attainment of grammatical competence in oral and written communication to improve syntax and writing style. During the 7-week CP practicum conducted in the second half of the semester, candidates will have opportunities to plan, implement, and evaluate lessons that address differentiation of essential language arts content, instructional practices, and student products based on student readiness, interest, and learning profile. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Residency experience. *Prerequisite: Stage II Admission to Clinical Practice Block.*

**EDU 460. Clinical Practice: Mathematics and Problem-Solving (MGE) 3**

This CP course presents candidates with methods, materials, and organizational techniques for providing problem-based mathematics in the differentiated middle grades classroom. Candidates will explore ways to best provide the essential content, processes, and attitudes of mathematics, focusing specifically on how problem-based mathematics instruction is foundational to mathematics learning. Throughout the course, candidates will discuss current curriculum issues in mathematics education and develop an understanding of mathematics in light of present national (NCTM) and state education standards. During the 7-week CP practicum conducted in the second half of the semester, candidates will have opportunities to plan, implement, and evaluate lessons that address differentiation of essential mathematics content, instructional practices, and student products based on student readiness, interest, and learning profile. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before

the Clinical Residency experience. *Prerequisite:* Stage II Admission to Clinical Practice Block.

**EDU 461. Clinical Practice: Inquiry-Based Science (MGE) 3**

This CP course presents candidates with methods, materials, and organizational techniques for providing inquiry-based science in the differentiated middle grades classroom. Throughout the course, candidates will discuss current curriculum issues in science education and develop an understanding of science in light of present national (NSTA) and state education standards. During the 7-week CP practicum conducted in the second half of the semester, candidates will have opportunities to plan, implement, and evaluate lessons that address differentiation of essential science content, instructional practices, and student products based on student readiness, interest, and learning profile. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Residency experience. *Prerequisite:* Stage II Admission to Clinical Practice Block.

**EDU 462. Clinical Practice: Social Studies and Fine Arts (MGE) 3**

This Clinical Practice Block course presents candidates with curriculum content, materials, instructional strategies, and organizational techniques for integrating social studies and fine arts content in the differentiated middle grades classroom. Candidates will investigate how to incorporate movement, music, drama, and the visual arts with the essential content, processes, and attitudes of social studies. In addressing the needs of a diverse student population through differentiated instruction, candidates will learn how to target the multiple intelligences through social studies and fine arts integration. During the 7-week CP practicum conducted in the second half of the semester, candidates will have opportunities to plan, implement, and evaluate integrated social studies and fine arts lessons that address differentiation of essential social studies content, instructional practices, and student products based on student readiness, interest, and learning profile. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before

the Clinical Residency experience. *Prerequisite:* Stage II Admission to Clinical Practice Block

**EDU 463. Clinical Practice: Language Arts Integration (MGE) 3**

This CP course presents candidates with methods, materials, and organizational techniques for providing integrated language arts in the differentiated middle grades classroom. The course will highlight strategies for reading, writing, speaking, listening, viewing, and visually representing across the middle grades curriculum. This course will also address candidate attainment of grammatical competence in oral and written communication to improve syntax and writing style. During the 7-week CP practicum conducted in the second half of the semester, candidates will have opportunities to plan, implement, and evaluate lessons that address differentiation of essential language arts content, instructional practices, and student products based on student readiness, interest, and learning profile. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Residency experience. *Prerequisite:* Stage II Admission to Clinical Practice Block.

**EDU 470. Clinical Practice: English/Language Arts 3**

This CP course includes an examination of curriculum and curriculum issues, learning theories, instructional strategies, and assessment techniques for teaching English/language arts in the differentiated secondary classroom. The course will emphasize literacy instruction that encompasses the use of print, oral, and visual language and addresses six interrelated English/language arts: reading, writing, speaking, listening, viewing, and visually representing. During the 7-week CP practicum conducted in the second half of the semester, candidates will have opportunities to plan, implement, and evaluate inquiry-based, student-centered lessons that address differentiation of essential ELA content, instructional practices, and student products based on student readiness, interest, and learning profile. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the

Clinical Residency experience. *Prerequisite: Stage II Admission to Clinical Practice Block.*

**EDU 471. Clinical Practice: Biology 3**  
This CP course includes an examination of curriculum and curriculum issues, learning theories, instructional strategies, and assessment techniques for teaching biology in the differentiated secondary classroom. During the 7-week CP practicum conducted in the second half of the semester, Biology education candidates will have opportunities to plan, implement, and evaluate inquiry-based, student-centered lessons that address differentiation of essential biology content, instructional practices, and student products based on student readiness, interest, and learning profile. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Residency experience. *Prerequisite: Stage II Admission to Clinical Practice Block.*

**EDU 472. Clinical Practice: Mathematics 3**  
This CP course includes an examination of curriculum and curriculum issues, learning theories, instructional strategies, and assessment techniques for teaching mathematics in the differentiated secondary classroom. During the 7-week CP practicum conducted in the second half of the semester, Mathematics education candidates will have opportunities to plan, implement, and evaluate problem-based, student-centered lessons that address differentiation of essential mathematics content, instructional practices, and student products based on student readiness, interest, and learning profile. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Residency experience. *Prerequisite: Stage II Admission to Clinical Practice Block.*

**EDU 473. Clinical Practice: History 3**  
This CP course includes an examination of curriculum and curriculum issues, learning theories, instructional strategies, and assessment techniques for teaching history in the differentiated secondary classroom. During the 7-week CP practicum conducted in the second half of the semester, History education candidates will

have opportunities to plan, implement, and evaluate problem-based, student-centered lessons that address differentiation of essential history content, instructional practices, and student products based on student readiness, interests, and learning profile. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Residency experience. *Prerequisite: Stage II Admission to Clinical Practice Block.*

**EDU 479. Clinical Residency with Seminars: Elementary Education 12**  
Clinical Residency is an intensive, full-semester teaching experience in an assigned classroom under the direct supervision of a certified elementary teacher and a university supervisor. The candidate is expected to demonstrate the proficiencies of the conceptual framework of the PSOE with increasing expertise throughout the experience. The Elementary Education candidate teacher is also expected to attend and actively participate in on-campus seminars as scheduled. *Prerequisite: Admission to Clinical Residency.*

**EDU 484. Clinical Residency with Seminars: Middle Grades Education 12**  
Clinical Residency is an intensive, full-semester teaching experience in an assigned classroom under the direct supervision of a certified middle grades teacher and a university supervisor. The candidate is expected to demonstrate the proficiencies of the conceptual framework of the PSOE with increasing expertise throughout the experience. The Middle Grades Education candidate teacher is also expected to attend and actively participate in on-campus seminars as scheduled. *Prerequisite: Admission to Clinical Residency.*

**EDU 493. Clinical Residency with Seminars: History 12**  
Clinical Residency is an intensive, full-semester teaching experience in an assigned classroom under the direct supervision of a certified secondary History educator and a university supervisor. The candidate is expected to demonstrate the proficiencies of the conceptual framework of the PSOE with increasing expertise throughout the experience. The Secondary

History Education candidate teacher is also expected to attend and actively participate in on-campus seminars as scheduled. *Prerequisite: Admission to Clinical Residency.*

**EDU 494. Clinical Residency with Seminars:  
English/Language Arts 12**

Clinical Residency is an intensive, full-semester teaching experience in an assigned classroom under the direct supervision of a certified secondary English/Language Arts educator and a university supervisor. The candidate is expected to demonstrate the proficiencies of the conceptual framework of the PSOE with increasing expertise throughout the experience. The Secondary English/Language Arts Education candidate teacher is also expected to attend and actively participate in on-campus seminars as scheduled. *Prerequisite: Admission to Clinical Residency.*

**EDU 495. Clinical Residency with Seminars:  
Biology 12**

Clinical Residency is an intensive, full-semester teaching experience in an assigned classroom under the direct supervision of a certified secondary biology educator and a university supervisor. The candidate is expected to demonstrate the proficiencies of the conceptual framework of the PSOE with increasing expertise throughout the experience. The Secondary Biology Education candidate teacher is also expected to attend and actively participate in on-campus seminars as scheduled. *Prerequisite: Admission to Clinical Residency.*

**EDU 496. Clinical Residency with Seminars:  
Mathematics 12**

Clinical Residency is an intensive, full-semester teaching experience in an assigned classroom under the direct supervision of a certified secondary mathematics teacher and a university supervisor. The candidate is expected to demonstrate the proficiencies of the conceptual framework of the PSOE with increasing expertise throughout the experience. The Secondary Mathematics Education candidate teacher is also expected to attend and actively participate in on-campus seminars as scheduled. *Prerequisite: Admission to Clinical Residency.*

## ENG - English Courses

**ENG 100. Introduction to Composition 3**

Introduction to Composition is designed to prepare students for success in ENG 101. ENG 100 concentrates on grammar, the expository essay, and interpretive reading. Students who earn an A, a B, or a C in ENG 100 will receive elective credit and proceed to ENG 101. Students who earn a D or an F must repeat ENG 100.

**ENG 101. Composition 3**

This course introduces and develops analytical thinking and writing skills with emphasis on the organization and development of the short essay. Nonfiction prose readings, designed to stimulate critical discussion and inquiry, provide a basis for writing and support intellectual growth; assignments are text oriented. *Prerequisite: University placement in ENG 101 or a grade of C or better in ENG 100.*

**ENG 102. Composition and Literature 3**

This course builds on the rhetorical and compositional skills students mastered in ENG 101 and introduces the short story, the novel, the poem, and the play as the basis for analytical argumentative essays. Research skills, particularly borrowing and integrating ideas from electronic and print sources and assessing source appropriateness, support student thinking and writing. ENG 102 is strongly recommended for students planning to major in English. *Prerequisite: ENG 101 with a grade of C or better.*

**ENG 103. Composition, Rhetoric, and Research 3**

This course builds on the rhetorical and compositional skills students mastered in ENG 101. It emphasizes the organization and development of the research-based argumentative essay and introduces students to research techniques involving both print and electronic source material. A major component of this course is a focus on critical reading and the evaluation of source appropriateness. Topics are wide-ranging and cross-curricular. *Prerequisite: ENG 101 with a grade of C or better.*

***Prerequisite for all 200-level English courses (except ENG 280) are ENG 102 or ENG 103 with a grade of C or better.***

**ENG 203. British Literature I 3**

This course surveys major works, writers and genres from the Anglo-Saxon period through the Renaissance.

**ENG 204. British Literature II 3**

This course surveys major works, writers and genres from the eighteenth century to the present.

**ENG 223. American Literature I 3**

This course surveys American literature from the colonial period through the Civil War, emphasizing major writers, contexts, and approaches to literature.

**ENG 224. American Literature II 3**

This course surveys American literature from the Civil War to the present.

**ENG 240. Introduction to Critical Analysis 3**

This course prepares students for the English major by introducing basic approaches to literary analysis, including historical context and literary terminology, as well as professional conventions for writing literary criticism.

**ENG 271. World Literature I (GS) 3**

This course surveys world literature from the earliest recorded texts of antiquity through the Renaissance, with special attention to the Classics.

**ENG 272. World Literature II (GS) 3**

This course surveys world literature from the 17th century to the present.

**ENG 280. Introduction to Creative Writing (AE) 3**

This course introduces students to creative writing in several genres, including poetry, fiction, and creative nonfiction. Students learn to identify structure, imagery, metaphor, and numerous literary devices in assigned readings, as well as utilize these elements in their own creative compositions. *No prerequisite.*

**ENG 298. Special Topics in English 3**

This course, which explores a topic of contemporary interest to the study of English, is offered as needed to students with at least sophomore standing.

**ENG 299. Independent Study in English 3**

This course, which involves supervised research on a selected topic, is offered as needed to students with at least sophomore standing. Prerequisite: permission of instructor.

***Prerequisites for all 300- and 400-level English courses (except the creative writing courses) are: ENG 101; ENG 102 or ENG 103; and one 200-level literature survey course (ENG 203, 204, 223, 224, 271, or 272); or permission of the program coordinator and the instructor.***

***300- and 400-level creative writing courses for which there are no prerequisites include: ENG 377, ENG 383, ENG 386, ENG 387, ENG 388, ENG 389, ENG 390, and ENG 391.***

**ENG 300. Medieval British Literature 3**

This course examines medieval British literature and language. Students read works of literature in modern English translation alongside the Old or Middle English originals. Possible topics include the Old English language, literature, and culture; the Arthurian tradition; the Romance tradition; the alliterative tradition; and women writers of medieval Britain.

**ENG 301. Chaucer 3**

This course examines the life and works of Geoffrey Chaucer, with a focus on selections from *The Canterbury Tales*. Other works to be studied may include *Troilus and Criseyde*, excerpts from Chaucer's dream-vision poetry, and select shorter works.

**ENG 303. Shakespeare 3**

This course focuses on the plays of William Shakespeare and their enduring meaning. In the context of Renaissance drama, students read and study representative examples of Shakespeare's tragedies, histories, and comedies.

**ENG 304. Milton and the Seventeenth Century 3**

This course concentrates on the life and work of John Milton and his contemporaries, with attention to cultural, religious, and intellectual backgrounds. The course might include other writers such as Donne, Herbert, Marvell, and Vaughn. Although the course includes study of selected minor poems and prose of the period, the focus is on *Paradise Lost*.

**ENG 306. The Romantic Age 3**

This course examines the spirit and the age of Romanticism, especially the cultural forces that shaped such canonical writers as Goethe, Blake, Wordsworth, Coleridge, Keats, Byron, and Shelley. Lesser-known Romantic writers such as Charlotte Bronte, Emily Bronte, Mary Shelley, and Dorothy Wordsworth are also considered.

**ENG 307. The Victorian Age 3**

This course alternates close readings of Tennyson, Browning, and Arnold with the study of a wide range of other Victorian works. It considers genres, the cultural contexts of the period, and the interconnections among major authors.

**ENG 308. Restoration and Eighteenth Century Literature 3**

This course focuses on the literature of the Restoration and eighteenth century, including comedic, dramatic and satiric veins. Authors are chosen from Dryden, Swift, Pope, Addison, Steele, DeFoe, Congreve, Wycherly, Sheridan, Goldsmith, and others.

**ENG 310. Jane Austen 3**

This course explores the major works of Jane Austen. Students read and examine Austen's novels from a variety of perspectives, including contemporary responses, critical analyses, and modern adaptations.

**ENG 312. British Novel 3**

This course covers the British novel from its origins to the modern day. Novels that look toward the twentieth and twenty-first centuries, as well as those that exemplify modernist expression and the novel form, are considered.

**ENG 321. American Poetry 3**

This course emphasizes the poetry of major and representative American writers from the colonial period to the present, including such figures as Bradstreet, Bryant, Dickinson, Frost, Eliot, Wilbur, Stevens, Moore, Roethke, and Levertov.

**ENG 323. Romanticism, Realism, and Naturalism in American Literature 3**

This course considers the figures who express the dominant literary modes of the nineteenth and early twentieth centuries in the United States, with attention to their influence on later authors. Included are such writers as Poe, Hawthorne, Melville, Twain, Bierce, Chopin, Howells, O'Neill, Dreiser, Wharton, James, and Crane.

**ENG 324. Modern American Novel 3**

This course focuses on the novels of major and representative American authors from 1920 to the present, including such writers as Dreiser, Faulkner, Fitzgerald, Hemingway, Ellison, Morrison, Hamilton, and Proulx.

**ENG 325. William Faulkner 3**

This course explores the works of William Faulkner. The focus is the major novels, though students also study some of Faulkner's short stories and less critically acclaimed works.

**ENG 326. Southern Literature 3**

This course is a study in the literary achievement of the twentieth century American South, with special attention to its fiction and emphasis on the Southern Renaissance. Writers studied include Faulkner, O'Connor, Porter, Welty, McCullers, Warren, Percy and Toole, as well as contemporary figures like Hood and Conroy.

**ENG 328. Tennessee Williams 3**

This course examines the works of the playwright Tennessee Williams and explores themes, characters, plots, symbols, and other literary and theatrical components of his works through an in-depth study, not only of his plays, but also of literary criticism and film adaptations.

**ENG 335. Multi-Cultural American Literature 3**

This course explores the lively diversities in American literature through readings of works by a variety of ethnic American writers. Novels, short fiction, poetry, and background information on authors are considered.

**ENG 336. African-American Literature 3**

This course considers important African-American short fiction, novels, poetry, and drama. Background information on authors is considered as it relates to their works.

**ENG 340. Teaching Grammar in the Context of Writing 3**

This course is a study of approaches in teaching grammar and writing. It explores current theories of composition pedagogy and assessment, including numerous strategies for teaching writing. Attainment of grammatical competence in oral and written communication, the history of grammar instruction, and research on grammar instruction are covered to promote sophistication in syntax and writing style.

**ENG 341. Literary Genres and Critical Approaches 3**

This course focuses on six approaches to literary interpretation: the traditional approach, the formalistic approach, the psychological approach, the mythological and archetypal approach, the feminist approach, and cultural studies.

**ENG 342. Advanced Grammar 3**

This course is designed to increase knowledge of modern English grammar, punctuation, mechanics, usage, and syntax so students can speak and write with clarity, precision, and confidence. The course is also designed to enable prospective teachers to effectively convey grammatical concepts to their classes, as well as diagnose and remedy problems in student prose.

**ENG 343. Introduction to Language and Linguistics 3**

This course analyzes the nature of human language and includes an introduction to speech sounds, morphology, syntax, and semantics. Students examine the social and pedagogical

implications of modern linguistic theory, including issues such as language acquisition, dialect variation, historical linguistics, and English as a Second Language.

**ENG 345. History of the English Language 3**

This course examines the origins and development of the English language from its Indo-European roots to modern English. Students learn about changes to pronunciation, syntax, spelling, and semantics. Areas of study may also include the historical forces that have shaped English; the notion of “correct” English, pidgins, and creoles; and English as a world language.

**ENG 351/COM 351. Literature and Film 3**

This course explores the relationship between literature and the cinema, emphasizing films that make creative use of literary works and traditions.

**ENG 360. Dramatic Literature 3**

This course provides a comprehensive introduction to dramatic literature. Students explore characteristics of each genre from Greek tragedy to contemporary drama through in-depth play analysis, discussion and literary criticism.

**ENG 371. Global Literature in Translation II (GS) 3**

This course includes the study of authors and works from the Mediterranean, Continental Europe, Africa, the Far East, Latin America, North America, and Great Britain to provide students with a comprehensive selection of World literature.

**ENG 372. Renaissance Literature 3**

This course provides an overview of the literature of the European and British Renaissance. The course is heavily interdisciplinary, incorporating the art, music, and philosophy of the era to increase students’ understanding.

**ENG 376. Modernism 3**

This course is a study of Modernism in the great twentieth century works of European, British, and American literature. Students focus on the period from World War I to the present, with special attention to the Lost Generation that followed



World War I; Surrealism and Dadaism; Existentialism; responses to the Holocaust, the bombing of Nagasaki and Hiroshima, and the Cold War; the Beat Generation; and the outgrowth of Modernism called Post-Modernism.

**ENG 377. Studies in Poetry 3**

This course is a study in the genre of poetry. Students read a selection of great poetic works and learn to understand poetry and to analyze its formal aspects, such as meter, rhyme, stanza form, and alliteration. *No prerequisites.*

**ENG 378. The Rise of the Woman Writer 3**

This course focuses on great women writers of the Western tradition, emphasizing canonically acceptable authors, as well as those authors who were lesser known in the twentieth century but who were extremely popular or influential in their own time.

**ENG 383. Literary Editing and Publishing (AE) 3**

Students gain practical experience in literary editing and publishing through producing Sanctuary, the University literary magazine, as well as Webfolios of their own work. Areas of study include copy editing, publication software, layout, and the literary marketplace. Students collect and choose works for inclusion in Sanctuary and create their own works for publication. This course may be repeated once for elective credit. *No prerequisites.*

**ENG 386. Poetry Writing (AE) 3**

This course introduces students to the techniques of writing poetry. Students study the basic elements of poetry, including imagery, rhyme, meter, and stanza form. Students read a variety of poems as models and assemble their own portfolio of original work. *No prerequisites.*

**ENG 387. Creative Non-Fiction (AE) 3**

This course introduces students to the voices, styles, and structures of the creative non-fiction essay. Students read and analyze creative non-fiction works such as the memoir, the meditation, the lyric essay, and the literary journalistic essay. They then write essays that incorporate the narrative devices they have identified in the assigned works. A major focus is attention to

diction, syntax, and revision as elements of effective writing. *No prerequisites.*

**ENG 388. Scriptwriting (AE) 3**

Students learn the elements of scriptwriting with a focus on writing for stage and screen. Through writing practices, students develop their skills in creating plot structure, conflict, character development, dialogue, setting, point of view, and motivation. In addition, students learn script formats, the revision process, the art of adaptation, and the various writers' resources. *No prerequisites.*

**ENG 389. Fiction Writing (AE) 3**

This course includes the study of fiction writing, as well as the examination of effective critical evaluation methods. Emphasis is placed on the elements of fiction characterization, point of view, setting, plot, narration, dialogue, and style. Publication avenues and revision are also discussed. *No prerequisites.*

**ENG 390 Writing for Television 3**

Students will learn the elements of television writing (concepts, processes, pitching, formats, roles, and industry expectations) by reviewing different approaches to structure, discussion of current T.V. series, reading T.V. scripts, analyzing T.V. pilots and an ongoing workshop of student writing. Students will work to master the following skills: dramatic structure, conflict, character, dialogue, style, and voice. In addition, students will learn the revision process, the art of adaptation, and the various writers' resources. *No prerequisites.*

**ENG 391 Playwriting 3**

This course is dedicated to process. Students learn to write plays by writing and analyzing plays. The primary goal of the course is to encourage students to write quickly, fluidly, and fearlessly. Students will write one 10-minute play (approximately 10 pages) about every 10 days, or a 10 page scene which will be outlined in an assignment. *No prerequisites.*

**ENG 407 English Internship 2-6**

A supervised program of study for the English major, this course is designed to provide practical, hands-on experience. Skills learned in

the classroom are applied to the workplace environment. *Prerequisite: Completion of 24 credit hours of ENG courses at the 200-level or above, plus a faculty member's recommendation.*

**ENG 408 Creative Writing Internship 2-6**

Students will learn practical skills for jobs in the world of writing and publishing through an internship with a literary journal, publisher, or media outlet approved by the Coordinator of the Creative Writing Program. *Prerequisite: permission of instructor.*

**ENG 450. Senior Thesis 3**

The Senior thesis consists of a 30-50 page research paper or a 30-page creative manuscript accompanied by a 10-page analytical essay. Students must choose a senior thesis advisor and gain approval for their senior thesis topic in the semester before the thesis is to be written. *Prerequisite: Senior standing.*

**ENG 480. Senior Seminar in Creative Writing 3**

This course is the capstone experience for seniors pursuing the creative-writing concentration of the English major, although it is also open to other students who have taken at least two 300-level creative-writing classes. Through workshops, peer review, and extensive revision, students create a portfolio of their own writing and submit an original work for publication. *Prerequisites: Two 300-level creative-writing courses with a grade of C or better.*

**ENG 498. Special Topics in English 3**

This course, which explores a topic of contemporary interest to the study of English, is offered as needed to students with junior or senior standing.

**ENG 499. Independent Study in English 3**

This course, which involves supervised research on a selected topic, is offered as needed to students with junior or senior standing. *Prerequisite: permission of instructor.*

**FRE - French Courses****FRE 101. Elementary French I (GS) 3**

This course covers the basics of speaking, listening, reading, and writing. Students learn correct French pronunciation, engage in basic conversations, and read texts within a limited vocabulary range. Oral and written practice and emphasis on sentence patterns and the fundamental principles of grammar structure are also important components of the course.

**FRE 102. Elementary French II (GS) 3**

This course is a continuation of FRE 101, with emphasis on strengthening the reading, writing, speaking, and listening skills of the beginning student. *Prerequisite: FRE 101, or permission of instructor.*

**FRE 205. Intermediate French I (GS) 3**

This course covers more advanced linguistic patterns and grammatical structures, with increased emphasis on communicating in French. The study of French civilization, culture, and readings selected from works of outstanding literary merit are also major course components. *Prerequisite: FRE 102 or equivalent.*

**FRE 206. Intermediate French II (GS) 3**

This course is a continuation of FRE 205. It stresses fluency; vocabulary; and enhanced reading, writing, and listening skills. *Prerequisite: FRE 205 or equivalent.*

**FRE 301. Practical Conversation (GS) 3**

This course stresses expansion of effective listening comprehension and speaking skills through culturally and linguistically appropriate activities. *Prerequisite: FRE 206, or permission of instructor.*

**FRE 302. French Grammar and Composition (GS) 3**

A comprehensive review of grammar to introduce the conventions of writing in French for a variety of purposes both academic and otherwise. *Prerequisite: FRE 206, or permission of instructor.*

**FRE 320. Introduction to France and “la Francophonie” I (GS) 3**

An introduction to “the identity of France” (and ultimately “la Francophonie”) as it evolves from the Carolingians to the end of the Old Regime. Both literary and historical themes will be addressed. *Prerequisite: FRE 206, or permission of instructor.*

**FRE 321. Introduction to France and “la Francophonie” II (GS) 3**

An introduction to “the identity of France” and the question of “la Francophonie” from the end of the Old Regime. Both literary and historical themes will be addressed. *Prerequisite: FRE 206, or permission of instructor.*

**FRE 498. Special Topics in French 3**

This course, which explores a topic of contemporary interest to the study of French, is offered as needed to students with junior or senior standing. The course will be conducted in French. Most or all of the readings will be in French. All assignments will be presented in French. *Prerequisite: FRE 206 or equivalent.*

**FYS – First Year Seminar****FYS 101. Thriving in College 3**

First Year Seminar: Thriving in College (FYS 101) assists new students in making a successful transition academically, socially, and psychologically to Reinhardt University. This course introduces students to the collegiate experience. FYS 101 aims to foster (1) an engagement in deep learning, (2) application and growth of academic determination, (3) positivism and confidence in the student’s present and future life, (4) a sense of belonging and connectedness, (5) an involvement in the curricular and co-curricular life of the university, and (6) a commitment to make a difference in the community. This course also articulates the benefits of higher education and the expectations and values of Reinhardt University. FYS 101 supports students in the transitions to college and encourages their university journey as one in which students more than survive a four-year academic course; rather, they thrive.

**GEO – Geology Courses****GEO 125. Physical Geology (ES) 4**

This course is a study of the fundamentals of physical geology. This is the first part of a two-semester sequential science course. Topics studied in physical geology include the characteristics and origin of minerals; the mechanisms and processes of volcanism, plutonism, metamorphism, weathering, erosion, sedimentation, and lithification; and the evolution of land forms. In addition, the course examines the tectonic processes of continental drift, seafloor spreading, and plate tectonics.

**GEO 126. Historical Geology (ES) 4**

This course, the second part of a two-semester science sequence, explores the concepts by which the history of the earth is interpreted. Topics include the geologic time scale; the interactions of physical, chemical, and biological processes through time; and the origins of life. The evolution and distribution of plants and animals are explored and the geologic history of North America is emphasized. Local field trips illustrate geological phenomena. *Prerequisite: GEO 125.*

**GEO 200. Earth and Atmospheric Science 4**

This course is a study of the primary processes of geology, oceanography, and meteorology. It focuses on how earth and atmospheric science relate to human experience. It is intended for middle school education majors. The course includes both lecture and laboratory instruction. *Prerequisites: BIO 120 and BIO 122.*

**GEO 298. Special Topics in Geology 4**

This course, which explores a topic of contemporary interest to the study of geology, is offered as needed to students with at least sophomore standing.

**GEO 299. Independent Study in Geology 4**

This course, which involves supervised research on a selected topic, is offered as needed to students with at least sophomore standing. *Prerequisite: permission of instructor.*

## **HCA – Healthcare Administration Courses**

### **HCA 300. Advanced Concepts in Healthcare Administration 3**

Students will learn the key principles and practices of healthcare management. The structure and personnel of various healthcare organizations will be examined, especially those aspects of the sector shaped by the ethical and legal responsibilities associated with various professional roles. The content is broadly applicable to healthcare enterprises of every kind, such as public health organizations, individual and group physician practices, hospitals and health systems, and third-party payers and administrators.

### **HCA 301. Advanced Medical Terminology for Healthcare Administrators 3**

In this course, students focus on building their understanding and use of core medical vocabulary by analyzing word structure using prefix, suffix, root, and the principles of connecting and combining forms. Students will be able to categorize medical terms by their relation to human anatomy, to individual medical specialties, and to types of pathologies.

### **HCA 303. Organizational Behavior in the Healthcare Sector 3**

The course applies theory and concepts from the field of Organizational Behavior to the function of various organizations found commonly in the healthcare delivery system. The student will develop a basis for understanding and analyzing issues, problems, and patterns of behavior that frequently develop within such organizations, as well as become familiar with systems for improving organizational performance. The course will emphasize the practical application of various theories of human behavior at work. Specific topics include healthcare organization leadership, motivation, teamwork, career issues, work roles, job enrichment, employee participation, and the integration of work and non-work lives.

### **HCA 304. Healthcare Law, Regulations, and Ethics 3**

Students will explore the extent to which law and regulatory policy affect the delivery of healthcare. Topics studied will include: patient safety, medical error, and healthcare quality improvement; patient rights (e.g., provider disclosure); healthcare accountability (e.g., medical liability); and healthcare access (e.g., universal coverage), along with other pertinent issues. The roles of governmental and associational healthcare regulatory and licensure agencies are examined, as is their impact on the operation of healthcare as a business.

### **HCA 305: Strategic Management in Healthcare Organizations 3**

This course will provide an overview of the management strategies that are typically used by healthcare administrators to define, pursue, and achieve enterprise objectives. Students will examine the organizational structure and inter-relationships of the various components of the U.S. healthcare delivery system. The focus will be on administrative processes such as planning, resource allocation, strategic partnering, evaluation and assessment, productivity measures, and continuous quality improvement. Students will also learn to identify strategic issues in complex environments and how to formulate effective responses.

### **HCA 306. The Economics of Healthcare 3**

This course undertakes to examine the healthcare sector using economic market and non-market models. The features of the market for health services are described, emphasizing the characteristics that make this market behave differently than those for other goods and services.

### **HCA 307. Human Resource Management in Healthcare Organizations 3**

In this course, students will examine the role of HR professionals in meeting the staffing requirements of healthcare organizations. Issues to be covered include staffing, credentialing, maintaining professional standards, dispute resolution, risk management, and other functions critical to the viability of healthcare organizations.

**HCA 308. Institutional Accounting and Finance for Healthcare Administrators 3**

This course integrates the principles of financial and managerial accounting as they apply to the healthcare sector. Students will become familiar with the standard system of accounts used by healthcare organizations. They will also learn to interpret the financial statements commonly employed to assess and manage the financial status of healthcare organizations.

**HCA 309. The U.S. Healthcare System 3**

This course provides an overview of the essential elements of the U.S. Healthcare System. It is designed to introduce students in the Bachelor of Healthcare Administration (BHA) Program to the system as a whole. Instruction will emphasize the historical development of the system and how over time it has been affected by cultural, political, economic, and technological trends. Upon completion of the course, students will better understand the uniqueness of the U.S. system as a result of the decentralized approach to financing and developing the distribution of healthcare resources throughout the society.

**HCA 400. Health Information for the Healthcare Administrators 3**

This course focuses on the collection and management of healthcare information at the system, institutional, and patient levels. It presents the role of such information in the management of healthcare organizations in terms of its use in determining provider reimbursement, evaluating healthcare quality, managing the use of resources, researching best practices, integrating provider systems, and managing the health status of large populations.

**HCA 402. Institutional Patient Safety and Infection Prevention 3**

This course addresses the risk of diseases within the healthcare setting and methods for minimizing this risk. It offers an overview of medically important microbes and their transmission, basic infection control measures, effective workplace practice and procedures, and regulatory requirements for monitoring and reporting the incidence of infectious diseases occurring in healthcare settings.

**HCA 403. Public Health Administration 3**

This course surveys the development of the public health system and its historic impact on both the health and the healthcare delivery system of the United States. Using the epidemiological model, students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop fundamental skills in community health assessment and health promotion strategies.

**HCA 404. Supply Chain Management for Healthcare 3**

This course examines the critical nature of supply chain management in the effective and efficient provision of healthcare services. Matching supply with demand is a primary challenge for any enterprise but is vital in the healthcare system. Students will learn the basic principles of supply chain management and apply them to the challenges of maintaining the availability of critical services and materials in healthcare institutions.

**HCA 405. The Impact of Regulatory Policy on Healthcare 3**

Healthcare providers, both institutional and individual, are required to comply with a vast array of regulations. This course will examine the nature and purpose of those regulations and their impact on the planning, delivery, and organization of healthcare services.

**HCA 406. Healthcare Quality Management and Assessment 3**

This course examines the relationship between healthcare quality assurance and organizational performance assessment. The student is introduced to various methodologies for assessing both the processes and outcomes of health treatment, both in the aggregate and on a case basis. The role of the governing bodies of healthcare organizations in ensuring compliance with regulatory standards is investigated.

**HCA 410. Capstone Course in Healthcare Administration 3**

In this course, students will employ a case study approach to a common management issue in healthcare administration. Using the concepts

and methodologies studied throughout the program, they will, in a series of papers and presentations, examine the facets of the issue they have chosen, project the consequences of various administrative approaches, and reflect on their personal ethical perspectives regarding managerial alternatives. Each student is expected to integrate knowledge and skills gained from previous courses in the program by formulating a variety of strategies to manage a challenge they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills through a process of self-assessment.

### **HCA 490. Healthcare Administration Internship**

**3-6**

This course will provide students with an integration of professional and academic experience through internships with healthcare organizations. This course serves as an alternative to the HCA 410 Capstone course in Healthcare Administration. HCA 490 can be taken for three to six credit hours, depending on the amount of time the student engages with the internship site.

## **HIS - History Courses**

### **HIS 111. Western Civilization to 1650**

**3**

This course is a survey of the Western world within the context of world civilization from ancient times to 1650. Emphasis is placed on the developments that have contributed to Western civilization today. Major topics include the following: the rise and fall of ancient civilizations; Greek and Roman culture; Judaism at the birth of Jesus; the rise of Christianity and Islam; the Middle Ages; exploration, conquest, and colonization; the Renaissance; humanism; the Reformation; and the Puritan Revolution.

### **HIS 112. Western Civilization Since 1650**

**3**

A survey of Western civilization within the context of world history from 1650 to present, this course emphasizes the historical process. Major topics include the Age of Absolutism; the Scientific Revolution; the Enlightenment; the era of revolutions; the modern state system and

nationalism; the Industrial Revolution; imperialism, colonialism, and racism; European/American dominance of the world; World War I, World War II, and the Cold War; the twentieth-century revolutions; the Third World; the dissolution of the Soviet Union; and the role of ideas, the arts, and literature.

### **HIS 120. World History I: Prehistory-1500 (GS)**

**3**

World History I will introduce students to the broad sweep of world history from prehistory to 1500. This course puts developments in Africa, Asia, and the Americas at center stage, and considers European history as just a part of the story. In addition to broad evolutions in history, we will consider specific places, events, and people, and one of the main themes for the course will be travel and global interaction.

### **HIS 121. World History II: 1500-Present (GS)**

**3**

World History II will introduce students to the broad sweep of world history from 1500 to the present. This course puts developments in Africa, Asia, and the Americas at center stage, and considers European history as just a part of the story. In addition to broad evolutions in history, we will consider specific places, events and people, and one of the main themes for the course will be travel and global interaction.

### **HIS 210. World Geography (GS)**

**3**

This course is a survey of world geography and an intensive study of the relationship of human beings to their natural environment. Climate, topography, and natural resources in various regions of the world are examined for their effect on the culture, economy, and welfare of populations.

### **HIS 235. Conflict in the Twentieth Century**

**3**

This course examines the impact of armed conflict in various geographic regions as presented in historical films, scholarly books, and academic articles.

### **HIS 251. American History to 1865**

**3**

This course is a survey of American history through the Civil War, with emphasis on the role of the state of Georgia in relation to American

history. Major topics include colonial life and society, the impact of European contact upon American Indians, American religion from the Puritans to the evangelical reform movements of the nineteenth century, the causes and results of the American Revolution, the role of women, the development of sectional rivalries, slavery in America, and the causes and course of the Civil War.

**HIS 252. American History Since 1865 3**

A survey of United States history from 1866 to the present within the global context, this course emphasizes the factors influencing the emergence of the U.S. as an industrialized power, as well as the historical development of problems that confront Georgia, the U.S., and the global society today. Major topics include the historical process; the South during Reconstruction and after; the West and the closing of the frontier; the industrialization of America; urbanization, populism, and progressivism; the Great Depression and the New Deal; wars and the move toward world-power status; the Cold War era; changes in the nation's social fabric; the nationalization of American government and society; and the development of the global society.

**HIS 298. Special Topics in History 3**

This course, which explores a topic of contemporary interest to the study of history, is offered as needed to students with at least sophomore standing.

**HIS 299. Independent Study in History 3**

This course, which involves supervised research on a specified topic, is available as needed to students with at least sophomore standing.  
*Prerequisite: permission of instructor.*

*Prerequisites for all 300- and 400-level history courses are ENG 101, and ENG 102 or ENG 103.*

**HIS 300/REL 300. History of Christianity 3**

This course examines the history of Christian thought and practice from its post-biblical formation to the 20th century. The course focuses on selected thinkers such as Augustine, Anselm, Aquinas, Luther, Calvin, Schleiermacher, and

Wesley. In addition, the course covers selected topics such as Christianity in the Roman Empire, the theological significance of the ecumenical councils, the split between Roman Catholicism and Eastern Orthodoxy, the interactions with Judaism and Islam, the medieval church-state relations, the backgrounds of the Reformation and the Counter-Reformation, the Enlightenment's impact on religious thinking, and the beginnings of pietism.

**HIS 302. Ancient Civilizations 3**

This course studies the political, social, and cultural history of the civilizations of ancient Mesopotamia, Egypt, Greece, and Rome, concentrating especially on the latter two and their contributions to subsequent European history.

**HIS 304. Medieval Europe 3**

This course surveys aspects of the history of Europe from the collapse of the Western Roman Empire to the problems in the fourteenth century of famine, plague, and war, from which a new Europe arose. Themes include the persistence of Roman traditions, conversion to Christianity, the rise of national monarchies, the expansion of medieval frontiers, the rise of the university, the evolution of the Church, and changes in medieval art and architecture, in order to examine the rich complexity of life in the Middle Ages.

**HIS 306. Renaissance and Reformation 3**

This course is an intensive study of the intellectual and religious ferment that characterized the thirteenth through the sixteenth centuries. Topics include the roots of the Renaissance and the Reformation; the rise of humanism and its relationship to the literary, artistic, scientific, political, economic, and social developments in Western Europe; the major aspects of the Italian, Northern European, English, and Spanish phases of the Renaissance; the pre-reformers; the relation of the Reformation to humanism; the lives and theology of the leaders of the Reformation's major movements; and the impact of the Renaissance and the Reformation on history and society since the 16th century.

**HIS 310. Taste and Tumult: Europe in the Eighteenth Century 3**

The eighteenth century – often referred to as the Age of Enlightenment – was a crucial period in the development of “modern” ideas about science and learning, religion, politics, race, gender, and emotions. In this course we shall have the opportunity to study the cultural and intellectual history of this fascinating era in detail. Through reading texts by women and men, literary stars of this period and lesser-known personages, we will endeavor to see what life was like in this period and what motivated people to question the status quo. We will also test the term “enlightenment” and see how far it went.

**HIS 312/REL312. Religion and History of Judaism and Islam (GS) 3**

This course is a study of the political, economic, social, and cultural history of Judaism and Islam, and the texts of these beliefs. In addition, this course develops an understanding of the historical similarities and dissimilarities in Judaism and Islam and their relevance for modern America.

**HIS 320. Nineteenth Century Europe 3**

This course covers European history from the French Revolution to the beginnings of World War I. Social, political, economic, and intellectual dimensions of this period are examined.

**HIS 323. History of Ireland 3**

Ireland looms very large in the history of Great Britain and of America. This course is an overview of the history and culture of that island, focusing on events that have shaped the present.

**HIS 324. Europe in the Twentieth Century: 1914 to Present 3**

This course analyzes the social, economic, political, and military upheavals that dominated the 20th century, with special emphasis on the causes and effects of major wars, the development of totalitarianism, the Cold War, the fall of the Soviet Union, and the move toward European unity.

**HIS 328. History of Germany 3**

This course surveys the history and complexity of the German territories before 1871, noting the close relationship between the Holy Roman Emperor and the Catholic Church, and the profound and dividing impact of the Protestant Reformation. Other topics of importance are the revolution of 1848, Bismarck’s unification, German imperialist expansion, the German role in World War I, Weimar culture, the effect of the Great Depression, the rise of National Socialism, World War II, the Holocaust, postwar recovery, separate East and West German development, and the positive and negative ramifications of German reunification.

**HIS 334. History of Eastern Europe 3**

This course begins by examining tribal migrations and settlements in Eastern Europe during the early medieval period. Attention is given to the religions that coexisted, and at times competed, in this region: paganism, Roman Catholicism, Orthodox Christianity, and Islam, with emphasis on the long-lasting legacy of the Holy Roman Empire (the First Reich). Students also study the fate of diverse ethnic and religious groups under the control of many traditional empires, the Third Reich, and the Soviet Empire. The course concludes by surveying Eastern European revolutions and attempts at ethnic cleansing in the late twentieth century.

**HIS 336. History of the Holocaust 3**

This course will examine German history and European anti-Semitism prior to the Holocaust; the rise of Hitler and the nature of National Socialism; the implementation of the concentration camp system and the Holocaust; the varied experiences of camp inmates, survivors, resisters, perpetrators, bystanders, and rescuers; emigration efforts and difficulties; the nature of resistance, both on an individual and a group basis; Holocaust literature and its purposes; and review post World War II discussion of the Holocaust. We will approach these topics from three major perspectives: history, literature, and religion and philosophy. We will also examine art, architecture, and the sociology of ethics, as they relate to the Holocaust.



**HIS 338. History of Science 3**

This course surveys scientific developments beginning with the Greek Natural Philosophers and concluding with 20th century breakthroughs. Although dealing primarily with the Western tradition, the course also examines non-Western scientific progress during the medieval period.

**HIS 340/REL 340. History and Religion of South Asia (GS) 3**

This course focuses on the historical development of Hinduism in South Asia. It covers Hinduism's relationship with wider aspects of South Asian society as well as the relationship of Hinduism to other religions such as Buddhism, Jainism, Sikhism, and Islam. Hinduism's confrontations with modernity are also considered.

**HIS 342. History of East Asia (GS) 3**

This course considers the political, economic, cultural, and social history of East Asia from prehistory to the present day, focusing on its two most influential civilizations: those of China and Japan. Special attention is paid to these societies' interactions with the West, a theme of particular relevance for the twenty-first century.

**HIS 346. History of Africa (GS) 3**

This course surveys continental African development beginning with the earliest-known tribes and empires. Attention is given to the geographical and climatological zones that figure so importantly in African development. Other major topics include the influence of the Arab Empire and the Islamic religion, both the black- and white-controlled slave trades, trade and interaction with India, the causes and consequences of European colonial rule, and the emerging independent African states. Students also examine South Africa and the system of apartheid.

**HIS 347. Colonial Latin America (GS) 3**

This survey of colonial Latin America and the Caribbean explores the problems and issues related to the conquest and rule of the Americas and how these changed throughout the colonial period.

**HIS 348. Modern Latin America (GS) 3**

This survey of post-colonial Latin America and the Caribbean will investigate cultural, political, social, and economic changes by focusing on broad patterns of continuity and change.

**HIS 350. Colonial and Revolutionary America 3**

This course examines the origins and development of the North American colonies, the colonists' struggle for independence, and the emerging political formulations, including the Articles of Confederation, the Constitution, and the Federalist Papers. In addition, various social, economic, and intellectual themes are treated.

**HIS 354. The Civil War and Reconstruction 3**

This course considers the background of the Civil War and analyzes the war itself and its impact on the American people of both North and South, with a special emphasis on Reconstruction and the South.

**HIS 356. America from 1900 to 1945 3**

This course covers political, cultural, and economic events and trends in the United States from 1900 to 1945. Topics include, but are not limited to: the impact of modernism on American culture, progressivism, American diplomacy, World War I, the Great Depression, the New Deal and economic recovery, isolationism, and World War II in the European and Pacific theaters.

**HIS 358. America Since 1945 3**

This course covers political, cultural, and economic events and trends in the United States since 1945. Topics include, but are not limited to: the political, social, and economic consequences of World War II; the evolving Cold War; the NATO Alliance and Warsaw Pact; technological and social change; the Korean War; the civil rights movement; Vietnam; Watergate; Americans and their leaders; and the Middle East conflict.

**HIS 360. History of American Business 3**

This course will examine changes over time to the ways in which Americans have organized themselves for economic activities. The course focuses on historical developments resulting

from and affecting transformations in American businesses. Major themes include the increasing consolidation of business activity in the modern firm, the effort to balance centralized managerial control with decentralized entrepreneurship, the effects of technological change on business activity and structure, the government's effects on the business environment, and the social response to the growing influence of business institutions.

### **HIS 362. Public History 3**

This course surveys the practice of history as it connects to the public through government agencies, museums, historical societies, archives, businesses, and professional organizations. The course will give students a broad survey of both theory and practice of public history and the tools to conduct public history.

### **HIS 370. The History of Native Americans 3**

This course covers the history of North American Indians from pre-Columbian times to the present with an emphasis on the interaction between Indian and Anglo-American cultures from the seventeenth century to the present.

### **HIS 372. The American South 3**

This course focuses on the social, economic, political, and cultural development of the American South. Special emphasis is placed on the issues of Southern race relations, religion, and the roots of the contemporary South.

### **HIS 374. History of Georgia 3**

This course is designed to survey the state's history and culture, and give the student a critical, comprehensive view of Georgia's past. The course focuses on those developments crucial to understanding the evolution of modern Georgia.

### **HIS 377. American Feminism 3**

This course is a study of American Feminism as a set of ideas, as a political movement, and as a historical force that has shaped American culture. The course begins with the formation of an organized movement for women's rights in the 1840s and progresses to the woman suffrage and birth control movements of the late nineteenth and early twentieth centuries. The course also

covers the situation of American women after the World War II era, the high point of "second wave" feminism in the 1960s and 1970s, and the questions and issues posed by feminists and their critics since that time.

### **HIS 380/REL 380. Religion in America 3**

This course surveys the history of religion in America. While examining the wide variety of religions in the U.S., this course focuses primarily upon various forms of Christianity and their relationships to the surrounding society and culture.

### **HIS 390. Topics in Women's History 3**

This course provides both a broad introduction to issues in women's history as well as a more narrow focus on women's lives within specific historical periods. The course focuses on the significant roles that women have played within the dominant patriarchal culture and seeks new perspectives on familiar historical ground. Lectures and readings highlight exceptional women, but also expand students' understanding of the daily lives of ordinary women both in Europe and in the colonial world.

### **HIS 392. Children and Childhood 3**

The primary purpose of this course is to provide students with a broad overview of children and childhood throughout history. Special attention will be given to the debates over the construction of childhood as found in the works of Philippe Ariès, Lawrence Stone, Linda Pollock, and Steven Ozment. We will also examine childrearing techniques and look at the experiences of illegitimate and abandoned children. This course will examine the lives of children in late antiquity, the Middle Ages, Reformation Germany, and colonial North America.

### **HIS 450. Senior Thesis 3**

The goal of this senior-level course is for the student to produce a senior thesis of high quality. The thesis that results will be in many ways a culmination of the undergraduate experience, and will display the student's competence in library use, critical thinking, and the ability to present one's findings both in oral and written form.

**HIS 490. Internship in History 2-6**

In this course, students are given the opportunity to use skills and insights gained in the classroom in actual work environments under the supervision of professionals or in problem-oriented experiences on specific academic issues relating to the program of study.

**HIS 498. Special Topics in History 3**

This course, which explores a topic of contemporary interest to the study of history, is offered as needed to students with junior or senior standing.

**HIS 499. Independent Study in History 3**

This course, which involves supervised research on a specified topic, is offered as needed to students with junior or senior standing. *Prerequisite: permission of instructor.*

**HON – Honors Courses****HON 301. Honors Special Topics 1**

Open to juniors and seniors in the Reinhardt University Honors Program, this course focuses on discussion and analysis of one significant book. Because the topic changes with each class, students in the Honors Program may repeat the course. *Prerequisite: admission in the Honors Program, and junior-level standing (or permission of the Director of the Honors Program).*

**IDS – Interdisciplinary Studies Courses**

*Course Prerequisite for all IDS courses: ENG 101, and ENG 102 or ENG 103 with a C or better.*

**IDS 298. Special Topics in Interdisciplinary Studies 3**

This course, which explores a topic of contemporary interest to the study of history, is offered as needed to students with at least sophomore standing.

**IDS 299. Independent Study in Interdisciplinary Studies 3**

This course, which involves supervised research on a specified topic, is offered as needed to students with at least sophomore standing. *Prerequisite: permission of instructor.*

**IDS 302. Great Books 3**

Changing topics and professors. Watch for information on a semester-by-semester basis.

**IDS 303. Literature of the Bible: Parables, Poetry, and Family Sagas 3**

This course familiarizes students with literary approaches to the Bible. In addition to learning about the history and composition of the Hebrew and Christian scriptures, students learn to identify aesthetic elements like narrative strategy, literary form, and rhetorical purpose.

**IDS 304. Peace and Diplomacy (GS) 3**

The purpose of this course is to foster understanding of a country that might otherwise be considered politically hostile to the United States. Although the specific country will vary, the course covers such cultural aspects as literature (in English translation), history, religion, and art.

**IDS 305. Chivalry: Medieval and Modern 3**

Medieval and Modern Chivalry examines the historical roots and literary expression of the distinctive warrior code of medieval Western Europe. Knights were expected to be good warriors (especially on horseback), loyal to their superiors, courteous to their fellow knights, protective of peasants, and good Christians – and, later, willing to go on great quests for the sake of a beloved. A major theme of the course is the tension between how writers portrayed these ideals and how real knights actually acted on crusades, in warfare, or in tournament.

**IDS 306. Monsters and Demons 3**

This course examines the concept of monstrosity from an interdisciplinary perspective. Students will explore the role of monsters in fairy tales, mythology, and literature, as well as how concepts of monstrosity have changed throughout history. They will also explore psychological and sociological approaches to the study of monsters.

Students will analyze the role of monsters in contemporary popular culture, including film, comics, video games, and toys.

**IDS 307. Nature and Culture 3**

This class examines the interplay between nature and culture from religious, historical, anthropological, scientific, and literary perspectives. Central questions include: How have human beings envisioned their relationship with nature? How have cultures evolved in response to their physical environments? How and why do cultures differ in their views of nature? How have cultures affected their environments? How have humans projected onto nature their own ideals and values, such as reason, emotion, or innocence? How have science and technology altered humans' relationship with nature?

**IDS 308. The Baroque World (GS) 3**

The term "baroque" originated in Europe in the seventeenth century to describe a style of art and architecture that was ornate and extravagant, intricate and exuberant. The style came to characterize that era of history, and this course seeks to capture the baroque essence as it was woven around the globe circa 1650-1750. This was a period of accelerated interaction – both cultural and commercial – between Europeans and other peoples around the world. We will study these encounters in the wider world as well as the ways in which these exchanges changed European society.

**IDS 309. Teaching and Learning: Education in America 3**

This course examines American education from the 1600s to the present, using works of history, philosophy, and literature, to address central questions: What have Americans believed to be the purposes and goals of education? What institutions have Americans built for teaching and learning? What have been and what ought to be the experiences of teachers and students? How has education altered as the nation and world have changed?

**IDS 310. Theology of Migrations (GS) 3**

From the standpoint of inter-group relations (i.e. majority-minority group relations), this course

examines cross-culturally the migratory experiences of Ancient Israel, Early Christianity, and the United States of America.

**IDS 311. Conflict in the Twentieth Century (GS) 3**

From an interdisciplinary perspective this course will cover the following: the Irish Civil War; the Australian, Turkish, and British experience during WWI; the Pacific Theater of battle during WWII; the Holocaust in Poland; events in Indonesia in 1965; the atrocities of the Khmer Rouge in Cambodia; South Africa in the 1970's under apartheid; and the Rwandan conflict between the Hutu and Tutsi tribes in 1994. We will examine these events in social, economic, cultural, and military contexts through the use of literature, biography, non-fiction, and film.

**IDS 312. War and Society (GS) 3**

From an interdisciplinary perspective this course will cover Stalin's destruction of his own generals, a Jewish boy's attempt to survive in Russia and Germany, the Japanese occupation of Shanghai in WWII, Americans in Viet Nam, British-Irish relations in the 1970's, the 1993 conflict in Somalia, the overthrow of apartheid in South Africa, the ethnic and religious strains in Yugoslavia, and the war in Iraq. We will examine these events in social, economic, cultural, and military contexts.

**IDS 313. Tibet: Rooftop of the World (GS) 3**

From the perspective of contemporary cultural connections, this course examines Tibet's real and legendary history, religion, geography, literature, and society through fiction, non-fiction, film, photography, and video.

**IDS 314. Vikings: History, Literature, and Mythology 3**

This course examines the Vikings - the infamous Scandinavian raiders, explorers, and merchants of medieval Europe – from an interdisciplinary perspective. Students will study the history, literature, mythology, and culture, as well as the impact upon and contact with Western Europe, the Mediterranean, Russia, Greenland, and North America. Near the end of the course, students will examine the post-medieval representations

of Vikings, focusing upon the Victorian era to the present.

**IDS 316. Globalization (GS) 3**

This interdisciplinary course is designed to employ a variety of approaches to study in-depth the theme of “globalization.” Just as other periods have been characterized as the Age of Enlightenment, the Age of Science, the Age of Industrialization, or the Age of Anxiety, this period has become known as the Age of Globalization. For better or worse, religious figures and ideologies have a prominent role in globalization. We will need to explore some of the connections between religious beliefs and practices, and globalization. Finally, since globalization affects us, we need to understand some of the local aspects of globalization.

**IDS 317. Town and Gown: Local History and Culture 3**

In this course students study the history and culture of the Etowah Valley, Cherokee County, and Reinhardt University. Using primary sources, students investigate the literary, religious, cultural, or historical aspects of a particular place.

**IDS 318. Wealth and Poverty (GS) 3**

This course will examine the causes and consequences of wealth and poverty in a variety of regions and countries around the world. The course will consider the role of politics, economics, and culture and the social and spiritual responses of religious individuals as well as religious communities.

**IDS 320. America: Memorials, Monuments, and Cemeteries 3**

This course will examine who we believe we are as Americans and how we understand what America is and what our nation represents. We will look at essays by David Brooks, George Will, Malcolm Gladwell, and others to see what they see when they consider America. Several films will help us explore a number of events which have bonded us as a people and perhaps changed the way we live and think of ourselves. We will conclude the course by examining memory, remembering, public monuments, and the process of memorialization.

**IDS 321. Great American Books 3**

Course will focus on literature written by Americans and about America. Topic, books, and the professor will change from semester to semester. Watch for information in the academic course schedule.

**IDS 330. Introduction to Museum Studies 3**

This course examines the changing theories and practices of museums and their role in public culture as both repositories and facilities for exhibition and enlightenment.

**IDS 331. Museum Components 3**

This course covers many aspects of objects in museum collections, such as material culture, collections management and registration, archives, and curatorial work.

**IDS 332. Museums and the Public 3**

This course deals with the interpretive work of museums, including creating exhibits and educational programs for the public.

**IDS 333. Folklore/Oral History 3**

This course surveys how people tell stories, why they tell them, and how oral storytelling plays a role in the recording of history.

**IDS 450. Senior Thesis 3**

The goal of this senior-level course is for the student to produce a senior thesis of high quality. The thesis that results will be, in many ways, a culmination of the undergraduate experience, and will display the student’s competence in library use, critical thinking, and the ability to present one’s findings both in oral and written form.

**IDS 490. Internship 2-6**

In this course, students are given the opportunity to use skills and insights gained in the classroom in actual work environments under the supervision of professionals or in problem-oriented experiences on specific academic issues relating to the program of study.

**IDS 498. Special Topics 3**

This course explores a topic of interdisciplinary interest.

**HIS 499. Independent Study in Interdisciplinary Studies 3**

This course, which involves supervised research on a specified topic, is offered as needed to students with junior or senior standing. *Prerequisite: permission of instructor.*

**LDR – Leadership Seminar****LDR 310. Leadership Seminar 1**

This seminar is designed to develop student leaders by providing theoretical and practical knowledge; skills necessary to understand the student's own intrapersonal and interpersonal strengths, identity, and ethical code; how to work effectively in groups, teams, and organizations; and how to be an ethical leader. These goals will be met by enhancing student's leadership skills building in the areas of goal-setting, organization and time management, conflict resolution, communication, problem solving, and decision making.

**MAT - Mathematics Courses****MAT 100. Intermediate Algebra 3**

This course strengthens understanding of College Algebra fundamentals and serves as preparation for higher-level mathematics courses. Topics include the real number system; absolute value; field properties of the rational and real numbers; exponents; manipulating and evaluating algebraic expressions; factoring polynomials; linear equations and inequalities in one variable; quadratic equations; rational and radical equations reducible to linear or quadratic ones; Cartesian coordinate system; linear equations in two variables; straight lines; relations and functions; linear and quadratic functions; graphs of power, absolute value, and greatest integer functions; variation; systems of linear equations; systems of linear inequalities; linear programming; and regression analysis. *Prerequisite: University placement.*

**MAT 102. College Algebra 3**

This course is designed to show the student the application of mathematical modeling in their life. Practice is provided in manipulative skills, and a number of applications of these skills are presented. Topics include loans and investments,

linear models and systems, functions, relations, exponential functions, power functions, logarithmic functions, quadratic functions, polynomial functions, matrices, and systems of linear equations. *Prerequisite: University placement, or C or better in any MAT course numbered 100 or above.*

**MAT 103. Introduction to Statistics 3**

This course is an introduction to elementary descriptive and inferential statistics. Topics include frequency distributions, measures of central tendency and variation, elementary probability theory, binomial and normal distributions, hypothesis testing, tests on two means, sample estimation of parameters, confidence intervals, coefficient of correlation and linear regression. *Prerequisite: University placement, or C or better in any MAT course numbered 100 or above.*

**MAT 121. Pre-Calculus 4**

This course is designed as a preparation for calculus. Topics include polynomial, rational, exponential, and logarithmic functions; nonlinear equations and inequalities; circular and trigonometric functions; the trigonometry of right and oblique triangles; applications of trigonometry; trigonometric identities; trigonometric equations; plane vectors; trigonometric form of a complex number; parametric equations; systems of equations; systems of inequalities; and regression analysis. *Prerequisite: University placement, or C or better in any MAT course numbered 100 or above.*

**MAT 210. Mathematics Concepts and Connections I 3**

The Concepts and Connections courses will focus on understanding the underlying principles of mathematics and appreciation for the interconnectedness of mathematical ideas. Course I will emphasize algebra, probability, and data analysis. The fundamental algebra concepts of variables, functions, and equations will be explored through a variety of representations with an emphasis on modeling. The study of probability will be approached as an attempt to provide predictability in random events and will make extensive use of the algebraic and graphic

representations developed previously. Finally, the ideas of algebra and probability will be employed to analyze data and draw conclusions from it. The Concepts and Connections courses are appropriate for liberal arts students, prospective elementary or middle school education students, and business or social science students. *Prerequisite: University placement, or C or better in any MAT course numbered 100 or above.*

### **MAT 211. Mathematics Concepts and Connections II** 3

The Concepts and Connections courses will focus on understanding the underlying principles of mathematics and appreciation for the interconnectedness of mathematical ideas. Course II will emphasize geometry and number sense. It will begin with the basic elements of geometry (points, lines, planes, and angles). A brief discussion of the nature and value of logic and proof will prepare students to make and prove conjectures throughout the course. Students will investigate properties of figures in two and three dimensions, using synthetic and coordinate representations, and using transformations. The course will conclude with exploration of characteristics and patterns of numbers. The Concepts and Connections courses are appropriate for liberal arts students, prospective elementary or middle school education students, and business or social science students. *Prerequisite: University placement, or C or better in any MAT course numbered 100 or above.*

### **MAT 215. Computer Programming (BH, ES, GS)** 4

This course introduces students to the basics of logically analyzing the steps needed to accomplish a task using a computer. Students learn how to build an algorithm, and the fundamentals of the C++ programming language. As application of the skills developed in this course, other programming languages like html and the maple languages will be studied. *Prerequisite: University placement, or C or better in any MAT course numbered 100 or above.*

### **MAT 220. College Geometry** 3

This course extends the knowledge of geometry covered in the usual high school geometry course. Topics include Euclidean geometry, axiomatic systems, special points of a triangle, circles, analytic geometry, constructions, transformation geometry, and non-Euclidean geometry. *Prerequisite: University placement, or C or better in any MAT course numbered 100 or above.*

### **MAT 221. Calculus I** 4

This course is an introduction to both differential and integral calculus. Topics include limits; continuity; differentiation of algebraic and trigonometric functions; derivatives; product and quotient rules; chain rule; implicit differentiation; related rates; maxima and minima; concavity; antiderivatives; the definite integral; numerical integration; the natural logarithm; and inverse trigonometric functions. *Prerequisite: University placement, or C or better in MAT 121.*

### **MAT 231. Introduction to Logic and Set Theory** 3

This course introduces to students the foundations of logic, set theory and mathematical symbols, and the axiomatic construction of numerable number systems using Peano's Postulates and equivalence relations. The course serves as a bridge from the procedural and computational understanding of mathematics to a broad understanding encompassing logical reasoning, generalization, abstraction, axiomatic approach, and symbolical representations needed to produce formal proofs in other upper-level Mathematics courses. Topics include propositional logic, predicates and quantifiers, rules of inference, basic proof methods, naïve set theory, equivalence relations, functions, cardinality of sets, Peano's postulates, mathematical induction, numerable number systems, and modular arithmetic. *Prerequisite: University Placement, or a grade of C or better in MAT 102, MAT 121, or MAT 221.*

### **MAT 298. Special Topics in Mathematics** 3

This course, which explores a topic of contemporary interest to the study of mathematics, is offered as needed. *Prerequisite: Permission of instructor.*

**MAT 299. Independent Study in Mathematics****3**

This course, which involves supervised research on a selected topic, is offered as needed to students with at least sophomore standing. *Prerequisite: Permission of instructor.*

**MAT 310. Abstract Algebra****3**

This course begins with a brief introduction to number theory, followed by examination of fundamental algebraic structures (groups, rings, and fields) and exploration of how these structures relate to the algebra studied at the pre-college level. *Prerequisite: grade of C or better in MAT 231.*

**MAT 320. Linear Algebra****3**

Topics in this course include systems of linear equations, matrices, determinants, vector spaces, inner product spaces, linear transformations, eigenvalues, and eigenvectors. *Prerequisite: grade of C or better in MAT 231.*

**MAT 321. Calculus II****4**

This course continues the development in Calculus I. Topics include first order differential equations; area between two curves; volume; arc length; center of mass; fluid pressure; integration by parts; trigonometric substitution; partial fractions; L'Hopital's rule; improper integrals; infinite series including convergence tests; power series; parametric equations; and polar coordinates. *Prerequisite: University placement, or C or better in MAT 221.*

**MAT 330. Discrete Mathematics****3**

This course focuses on the creation and application of mathematical models involving discrete quantities. Topics include combinatorics, mathematical induction, matrices and coding, and graph theory. *Prerequisite: grade of C or better in MAT 231.*

**MAT 410. Real Analysis****3**

This course begins with an exploration of mathematical logic and proof, in order to prepare the student for an in-depth investigation of functions of real numbers. Topics include sequences and series, continuity, limits, differentiation, and integration. The course will focus on logical foundations and relationships

rather than on application. *Prerequisite: grade of C or better in MAT 221 and in MAT 231.*

**MAT 420. Differential Equations****3**

This course is concerned with the solution and applications of first and second order ordinary differential equations. Most of the course involves the use of analytical methods, although a brief exploration of numerical methods is included. *Prerequisite: grade of C or better in MAT 221 and in MAT 231.*

**MAT 421. Calculus III****4**

This is a course in multivariable calculus. Topics include vectors; lines and planes in space; cylindrical and spherical coordinates; vector-valued functions; velocity and acceleration; curvature; functions of several variables; partial derivatives; directional derivatives and gradients; tangent planes and normal lines; extrema; Lagrange multipliers; double integrals; triple integrals; vector fields; and Green's theorem. *Prerequisite: Grade of C or better in MAT 321.*

**MAT 430. Numerical Analysis****3**

An introduction to methods of finding or approximating numerical solutions to problems, especially those for which analytical solutions do not exist or are not readily obtainable. Topics include solving nonlinear equations, solving systems of linear equations, polynomial interpolation, numerical integration, and solving differential equations. The course will include the solution of applied problems using mathematics software. *Prerequisite: Grade of C or better in MAT 215 and MAT 321.*

**MAT 450. Senior Seminar in Mathematics****3**

The Senior Seminar in Mathematics is a capstone course for mathematics majors and secondary mathematics education majors. It may also be open to mathematics minors with permission of the instructor. The course integrates topics from a variety of areas of mathematics, emphasizing problem solving and effective presentation of mathematical reasoning and application. *Prerequisite: grade of C or better in MAT 221 and in MAT 231.*



**MAT 480. Mathematics Internship 1-3**

This course, students are given the opportunity to use skills and insights gained in the classroom in actual work environments under the supervision of professionals, in order to get practical work experience for careers in a variety of fields, such as operations research, finance, statistics, computer science, biotechnology, actuarial science, and mathematical modeling. A professional supervisor will provide official documentation of internship as required by Reinhardt University, while regularly communicating reports to the supervising faculty member. The course level depends on the skills used, while each academic credit hour requires at least 50 hours of work experience. *Prerequisite: Availability of placement approved by instructor.*

**MAT 498. Special Topics in Mathematics 3**

This course, which explores a topic of contemporary interest to the study of mathematics, is offered as needed. *Prerequisite: Permission of instructor.*

**MAT 499. Independent Study in Mathematics 3**

This course, which involves supervised research on a selected topic, is offered as needed to students with junior or senior standing. *Prerequisite: Permission of instructor.*

## MIT – Mathematics and Information Technology Courses – Cybersecurity

**MIT 225. Hardware and Operating Systems 3**

Information technology (IT) is essential to the function and success of nearly all businesses. Businesses whose systems are lacking or experience failure are at risk of significant loss; therefore, there will always be a need for IT support and innovation. This course introduces fundamental concepts of the IT infrastructure to prepare students for a role in the field of IT. Students learn about the structure and purpose of hardware components (computers, networks, and interface devices) and software components (operating systems, middleware, applications, and system software). They examine key issues

of capacity, performance, reliability, scale, and obsolescence through the evaluation of IT's role in supporting business and individuals. Students take a practical approach to understanding how IT infrastructure can relate to personal goals as they examine the various career options within the field. *Corequisite: MAT 215.*

**MIT 245. Introduction to Network Technology 3**

Corporations, small businesses, and even individuals rely upon robust communication networks that secure local resources while connecting into worldwide infrastructure. This course provides students with the opportunity to develop and administrate a small business network through hands-on lab exercises. They examine physical and logical local network components as well as protocols and connections for internet services and applications. Hands-on labs exercises provide experience with network configuration and settings. *Corequisite: MAT 121 and MAT 215.*

**MIT 265. Systems Administration 3**

There are many important benefits from studying the different types operating systems, such as administering computers efficiently and structuring code more effectively, which lend to best practices in writing code. This course provides students with an overview of the concepts of computer operating systems, including the main functions, similarities, and differences. They explore a variety of topics, including configuration, file systems, security, administration, interfacing, multitasking, and performance analysis. Students contextualize their learning experience through hands-on activities, such as performing basic administrative tasks on Windows and Linux servers, including configuring networking parameters, administering user accounts and groups, setting access and application permissions, and locating and analyzing log files. *Prerequisite: MAT 103.*

**MIT 285. Network Architecture 3**

In this course, students learn about the role of a network administrator, the many considerations of operating a modern system, and the tools and technologies that are available to meet the

requirements and demands of an organization's network. They explore the structure of the Internet and examine protocols, routers, and client/server architecture related to configuring network services. Students also learn about software platforms, control, shared resources, and security from a practical perspective. Through a series of LabSim assignments, students practice administrative tasks using applications as network tools, routing, securing ports, configuring network address translations, and confirming reconfigurations. *Prerequisite: MAT 103.*

### **MIT 335. Organization Security and Cyber Attacks** 4

This course covers the people and process aspect of information assurance and security, which is the most widely ignored part of the IT industry. Topics include security life cycle, certification and accreditation, configuration management, employment practices and security awareness. Best practices of policy development will be covered along with industry specific standards. Industry specific laws and regulations such as the Health Insurance Portability and Accountability Act (HIPAA), Sarbanes-Oxley (SARBOX), National Institute of Standards and Technology (NIST), and others will also be explored. In addition, privacy issues in computing, personnel, and physical security will be discussed along with biometrics. *Prerequisite: MIT 285.*

### **MIT 336. System Assurance Security** 4

This course is an introduction to information assurance and security. It provides an overview for network administrators who must implement security strategies to protect their organizations from exposure to the Internet. This course also helps network designers incorporate security-conscious designs. The course presents strategies to guard against hackers and forms of viruses, describes firewalls and gateways, and helps you explore authentication and encryption techniques. It also discusses the most-often-used methods for attacking a network system and how to defend against these attacks. *Prerequisite: MIT 285.*

### **MIT 345. Application Security** 4

In the past, security measures were merely supplemental to software design, but with the increasing threat of hackers who manipulate applications and steal or modify important data, countermeasures are vital to protect applications from vulnerability. This course provides students with an overview of best practices in developing secure software applications and the tools for investigating anomalies and vulnerabilities in application software. *Prerequisite: MIT 335.*

### **MIT 346. Cyber Defense and Counter Measures** 4

This course focuses on developing a secure information technology network infrastructure and its supporting structures, including policies and procedures. Typically, organizations take a common approach to building a secure gateway into the trusted network. But there are always variables specific to each network. That said, as the network security industry matures, there are also common, or best, practices being discovered and followed within this area of study. In this course, you will identify the components and best practices needed to design a secure network. *Prerequisite: MIT 336.*

### **MIT 355. Computer Forensics** 4

Computer forensics is a discipline that supports law enforcement and lawyers in investigating white collar crime. Learners in this course explore computer forensics as it relates to information assurance and security. Topics include forensic tools and techniques, investigations, incident response and handling, and legal issues. *Prerequisite: MIT 345.*

### **MIT 356. Cyber Attacks and Ethical Hacking** 4

This course covers the techniques and common utilities hackers use to attack computers and networks. You will explore security threats and ways system vulnerabilities are exploited to attack systems. Topics include intrusion detection systems, ethical hacking techniques, sniffers, protocols, social engineering, vulnerability analysis, and penetration testing to ensure infrastructure security. *Prerequisite: MIT 346.*

**MIT 416. Principles of Public and Private Security 4**

This course provides an overview of the major forms of private and public security, the relationship between public and private security, and the major forms and applications of security work. Emphasis is placed on security technologies, managerial issues, and the communication skills needed to properly conduct security work. *Prerequisite: MIT 346 and MIT 356.*

**MIT 426. Security Assessment and Solutions 4**

This course covers the basic assessment skills and solutions needed to operationally conduct security activities. Emphasis is placed on both line-level skills and managerial skills required to conduct security tasks to facilitate the prevention and detection of crime, with a special focus on the technologies and technological skills needed to perform these tasks in all forms of security work. *Prerequisite: MIT 355 and MIT 356.*

**MIT 430. Computer Security and Penetrating Testing 4**

This course covers topics in penetration testing and information security analysis. Students are exposed to methodologies in conducting thorough information security analysis and advanced penetration testing techniques to effectively identify and mitigate risks to the security of an organization's infrastructure. *Prerequisite: MAT 330, MIT 416, and MIT 426.*

**MIT 450. Cyber Security Capstone 4**

This course explores the practices and framework designed to ensure cyberspace security. Students will explore the areas of common practice in the Department of Homeland Security (DHS) Essential Body of Knowledge. Topics include the various roles, functions, and competencies within the cyber security domain to mitigate risks and secure organizational assets. *Prerequisite: MIT 430*

**MIT 480. Cyber Security Internship 1-4**

In this course, students are given the opportunity to use skills and insights gained in the classroom in actual work environments under the supervision of professionals, in order to get

practical work experience for careers in information technology. A professional supervisor will provide official documentation of internship as required by Reinhardt University, while regularly communicating reports to the supervising faculty member. The course level depends on the skills used, while each academic credit hour requires at least 50 hours of work experience. *Prerequisites: Availability of placement approved by instructor.*

**MSE – Music Education Courses****MSE 150. Foundations in Music Education 2**

This foundations course in music education will address the social, historical, and philosophical foundations of the discipline. An overview and exploration of methods and approaches to teaching and learning in early childhood, elementary, and secondary general music; and in choral, string, and instrumental music settings will be included. The topics of diversity, lifelong learning, alternative contexts for the teaching and learning of music, world music, and teaching exceptional learners in music will be explored. Students will begin to develop a personal philosophy of music education.

**MSE 220. Educational Media and Technology in Music 1**

This course emphasizes knowledge of hardware and software designed specifically for use in the music classroom. Musical Instrument Digital Interface (MIDI) applications for notation, basic sequencing and computer-assisted instruction are special focuses. The course also covers administrative software for the music program and instruction-related use of the Internet. Students will develop practical skills on selected MIDI, administrative software programs, and music notation software Finale and Sibelius.

**MSE 323. Differentiated Curriculum, Instruction, and Assessment for Music in the Elementary Grades 2**

A study of the philosophy, techniques, and materials which are incorporated in music instruction (instrumental, choral, and general) at the elementary level. The differentiated approach to music instruction will be the foundational

concept for this course of study. Students may interpret this to mean all instruction, classroom and individual, will focus on the needs of the individual learner utilizing appropriate materials and methodologies. A significant aspect of this course of study will be the Practicum. Students will spend a minimum of 20 hours during the semester observing in local schools under the supervision of certified personnel. An observation journal along with copies of all material used by the student in this experience will be maintained. This course is open to junior music majors who are admitted to the Price School of Education teacher education program.

**MSE 324. Differentiated Curriculum, Instruction, and Assessment for Instrumental Music in the Secondary Grades 2**

A study of the philosophy, techniques, and materials which are incorporated in instrumental music instruction at the secondary level. The differentiated approach to music instruction will be the foundational concept for this course of study. Students may interpret this to mean all instruction, classroom and individual, will focus on the needs of the individual learner utilizing appropriate materials and methodologies. A significant aspect of this course of study will be the Practicum. Students will spend a minimum of 10 hours during the semester observing in local schools under the supervision of certified personnel. An observation journal along with copies of all material used by the student in this experience will be maintained. This course is open to junior music majors who are admitted to the Price School of Education teacher education program.

**MSE 325. Differentiated Curriculum, Instruction, and Assessment for Choral Music in the Secondary Grades 2**

A study of the philosophy, techniques, and materials which are incorporated in choral music instruction at the secondary level. The differentiated approach to music instruction will be the foundational concept for this course of study. Students may interpret this to mean all instruction, classroom and individual, will focus on the needs of the individual learner utilizing appropriate materials and methodologies. A significant aspect of this course of study will be

the Practicum. Students will spend a minimum of 10 hours during the semester observing in local schools under the supervision of certified personnel. An observation journal along with copies of all material used by the student in this experience will be maintained. *This course is open to junior music majors who are admitted to the Price School of Education teacher education program. Must be taken concurrently with MUE 100.*

**MSE 330. Marching Band Methods and Materials 1**

This course is intended to expose students to the fundamental principles of the contemporary marching band and to provide practical experience in applying these skills.

**MSE 335. Jazz Band Methods and Materials 1**

This course is intended to expose students to teaching strategies, literature, and organizational and administrative systems for the secondary school jazz band.

**MSE 340. Introduction to Lyric Diction 1**

This course will introduce future choral directors to the International Phonetic Alphabet (IPA) of French, German, Italian, Latin, and English for the purpose of its application in choral singing of these languages. The students will become fluent in the pronunciation of the symbols in order to accurately describe the particular sounds they will require of their future choral singers.

**MSE 351. Woodwind Methods and Materials 1**

This course emphasizes learning methods of tone production and developing basic performance competencies on woodwind instruments. The course also surveys beginning, intermediate, and advanced method books. In addition, it examines the mechanical characteristics of woodwind instruments and teaches emergency repair techniques.

**MSE 352. Brass Methods and Materials 1**

This course emphasizes learning methods of tone production and developing basic performance competencies on brass instruments. The course also surveys beginning, intermediate, and

advanced method books. In addition, it examines the mechanical characteristics of brass instruments and teaches emergency repair techniques.

### **MSE 353. Percussion Methods and Materials**

**1**

This course emphasizes learning methods of tone production and developing basic performance competencies on percussion instruments. The course also surveys beginning, intermediate, and advanced method books. In addition, it examines the mechanical characteristics of percussion instruments and teaches emergency repair techniques.

### **MSE 354. String Methods and Materials**

**1**

This course emphasizes learning methods of tone production and developing basic performance competencies on orchestral stringed instruments. The course also surveys beginning, intermediate, and advanced method books. In addition, it examines the mechanical characteristics of stringed instruments and teaches emergency repair techniques.

### **MSE 355. Vocal Techniques and Materials**

**1**

This course emphasizes the development of basic competencies in vocal production, performance, and pedagogy. The basic materials for teaching voice to beginning students will be researched. The student will develop an understanding of the processes required for correct vocal production, the anatomy of the vocal mechanism, and, through a practicum, basic abilities for teaching vocal methods to students in grades K-12. The course is designed for instrumental music education majors.

### **MSE 356. Guitar Methods and Materials** 1 (Formerly MSE 120)

This course is intended to expose students to the primary areas of the school guitar program. This course will include teaching competencies, administrative competencies, arranging compositions, and guitar literature. Performance emphasis is on basic beginning folk guitar content with no experience playing the guitar.

### **MSE 450. Clinical Residency Seminar** 1

This course is intended to expose students to issues related to student teaching while in clinical residency. Students will participate in lively discussion with peers in similar teaching situations. Students will also examine the edTPA guidelines and documents in preparation for edTPA submission at the end of the clinical residency. Students will create resumes and covers letters for job applications, as well as practice interviewing skills.

### **MSE 490. Clinical Residency in Music Education** 12

Music Education Clinical Residency is an intensive, full-semester teaching experience in an assigned classroom under the direct supervision of a certified Music educator and a University supervisor. The candidate is expected to demonstrate the proficiencies of the conceptual framework of the PSOE with increasing expertise throughout the experience. The Music Education Candidate Teacher is also expected to attend and actively participate in on-campus seminars as scheduled. Prerequisite: Admission to Candidate Teaching.

### **MUA - Applied Music Courses**

Private lessons in one or more applied areas are part of the curriculum for music majors and are given credit per semester on the following basis: one half-hour of private instruction equals one hour of credit (a minimum of one hour of daily practice is required); one hour of private instruction equals two hours of credit (a minimum of two hours of daily practice required). Class piano is required of music majors until the student has passed all elements of the piano proficiency exam as described in the Music Major Handbook. Non-music majors may also receive University credit for private lessons depending on the level of proficiency. Fees for private lessons are not included in tuition. University instructors will advise students as to the level of study and length of lessons. Students enrolled for credit in a primary applied area must perform for a faculty panel in a jury at the end of each semester unless an alternate method of assessing progress is agreed upon by the private instructor.

<b>MUA 110, 210, 310, 410. Composition (AE)</b>	<b>1-2</b>
<b>MUA 113, 213. Class Piano I (AE)</b>	<b>1-2</b>
<b>MUA 114, 214, 314, 413. Class Piano II (AE)</b>	<b>1-2</b>
<b>MUA 130, 230, 330, 430. Bass Guitar (AE)</b>	<b>1-2</b>
<b>MUA 131, 231, 331, 431. Bassoon (AE)</b>	<b>1-2</b>
<b>MUA 132, 232, 332, 432. Cello (AE)</b>	<b>1-2</b>
<b>MUA 133, 233, 333, 433. Clarinet (AE)</b>	<b>1-2</b>
<b>MUA 135, 235, 335, 435. Flute (AE)</b>	<b>1-2</b>
<b>MUA 136, 236, 336, 436. French Horn (AE)</b>	<b>1-2</b>
<b>MUA 137, 237, 337, 437. Applied Guitar (AE)</b>	<b>1-2</b>
<b>MUA 138, 238, 338, 438. Harpsichord (AE)</b>	<b>1-2</b>
<b>MUA 139, 239, 339, 439. Oboe (AE)</b>	<b>1-2</b>
<b>MUA 140, 240, 340, 440. Organ (AE)</b>	<b>1-2</b>
<b>MUA 141, 241, 341, 441. Percussion (AE)</b>	<b>1-2</b>
<b>MUA 142, 242, 342, 442. Piano (AE)</b>	<b>1-2</b>
<b>MUA 143, 243, 343, 443. Saxophone (AE)</b>	<b>1-2</b>
<b>MUA 144, 244, 344, 444. Trombone (AE)</b>	<b>1-2</b>
<b>MUA 145, 245, 345, 445. Trumpet (AE)</b>	<b>1-2</b>
<b>MUA 146, 246, 346, 446. Viola (AE)</b>	<b>1-2</b>
<b>MUA 147, 247, 347, 447. Violin (AE)</b>	<b>1-2</b>
<b>MUA 148, 248, 348, 448. Voice (AE)</b>	<b>1-2</b>
<b>MUA 149, 249, 349, 449. Tuba (AE)</b>	<b>1-2</b>
<b>MUA 150, 250, 350, 4450. String Bass (AE)</b>	<b>1-2</b>
<b>MUA 151, 252, 351, 451. Euphonium (AE)</b>	<b>1-2</b>
<b>MUA 152, 252, 352, 452. Harp (AE)</b>	<b>1-2</b>

<b>MUA 160, 262, 362, 462. Class Guitar (AE)</b>	<b>1-2</b>
<b>MUA 161, 261, 361, 461. Banjo (AE)</b>	<b>1-2</b>
<b>MUA 213. Class Piano III (AE)</b>	<b>1</b>
<b>MUA 214. Class Piano IV (AE)</b>	<b>1</b>
<b>MUA 412. Conducting (AE)</b>	<b>1-2</b>

## **MUE - Music Ensemble Courses**

**MUE 100. Concert Choir (AE) 1**  
 This course emphasizes appropriate vocal production, diction and foreign language pronunciation, choral techniques, proper breathing, and performance presence. It is designed to assist in the development of rehearsal and performance skills in choral music. Sacred and secular musical styles representative of the breadth of existing choral literature are studied for performance. The ensemble performs for various university-related events and presents several off-campus performances each semester. Music is provided by the University. Students may be required to purchase concert and/or travel attire at minimal cost. Ensemble scholarships for course tuition are available through audition. Participation in the course is by audition and/or permission of director.

**MUE 103. Reinhardt Wind Ensemble (AE) 1**  
 This course is designed to assist in the development of performance and rehearsal skills in applied instrumental music and to provide students with a survey of band literature, both sacred and secular, in a concert-band format. This group, which meets twice a week and requires one to two performances per semester, is open to music majors, non-music majors, and community members. Musicians are responsible for providing their own instruments and may be required to purchase concert attire at a minimal cost. Music is provided by the University. Ensemble scholarships for course tuition are available through audition. Prerequisite: Audition and permission of the director.

**MUE 104. Mixed Instrumental Chamber Ensemble (AE) 0-1**

**MUE 106. Woodwind Chamber Ensemble (AE) 0-1**

**MUE 108. Brass Chamber Ensemble (AE) 0-1**

**MUE 109. Guitar Chamber Ensemble (AE) 0-1**

**MUE 112. Keyboard Ensemble (AE) 0-1**

**MUE 113. Percussion Ensemble (AE) 0-1**

**MUE 114. Pep Band 0-1**

**MUE 115. Marching Band 0-1**

Chamber ensembles are small groups of instrumentalists and/or vocalists admitted by audition and/or approval of the director. While designed primarily as ancillary experiences, chamber ensembles may count toward the major ensemble requirement if approved by the coordinator of the music program. Students may be required to purchase concert attire at a minimal cost. Ensemble scholarships for course tuition are available through audition.

**MUE 116. Instrumental Choir Class 0**

This course provides instrumentalists (music majors, minors, and non-music majors) with ensemble experience (small and large) through weekly rehearsals and public performances, and increases knowledge of available instrumental ensemble literature.

## MUS – Music Courses

**MUS 105. Music Appreciation (AE) 3**

This course is designed to develop and improve a student's listening skills through exposure to various types of Western music. Along with musical styles and procedures, influences from other historical and cultural events will be included and discussed. The course goal is to provide students with understanding and enjoyment of traditional music as a permanent life enhancement.

**MUS 108. Jazz Appreciation (AE) 3**

Jazz Appreciation is an exploration of the defining elements of jazz, its origins, the structure and style, and the contributions of its most influential practitioners.

**MUS 130. Fundamentals of Conducting 1**

An introduction to the art of conducting, this course will lead students to develop an understanding of the basic vocabulary, gestures, and interpretation necessary for conducting music ensembles.

**MUS 134. Practical Harmony I 3**

This course introduces fundamental music theory and aural skills for the musical theatre major.

**MUS 135. Practical Harmony II 3**

This course is a continuation of the study of music theory and aural skills begun in Practical Harmony I. *Prerequisite: MUS 134.*

**MUS 142. Fundamentals Lab/Fundamentals of Music 0-1**

The Fundamentals Lab for zero credit runs concurrently with MUS 143 for students scoring below 90% on their entrance exam. Any student who fails to pass MUS 143 must take Fundamentals of Music for one hour of credit during the spring semester of the freshman year.

**MUS 143. Music Theory I 3**

This course includes the study of conventional procedures in four-part vocal writing, analysis of chord progressions and smaller forms, sight-singing, keyboard harmony, and tonal dictation. The class will meet three times a week.

**MUS 144. Music Theory II 3**

A continuation of MUS 124, this course introduces non-harmonic tones, expanded vocabulary of chord progressions, dominant and supertonic seventh chords, secondary dominant functions, and modulations. The class will meet three times per week. *Prerequisite: MUS 143 or theory proficiency test.*

**MUS 151. Studio Class 0**

This course supplements instruction received in individual applied lessons. Concepts of technique, musicianship, and performance will be

covered in a group setting containing all members of a professor's studio. *Corequisite: appropriate section/level of MUA.*

**MUS 153. Aural Skills I 1**

This course introduces the fundamental principles of ear training and should be taken concurrently with MUS 143.

**MUS 154. Aural Skills II 1**

This course is a continuation of the principles learned in MUS 153 and should be taken concurrently with MUS 144. *Prerequisite: MUS 153.*

**MUS 155. Ableton Live 1**

Ableton Live is a Digital Audio Workstation (DAW) and is an effective tool for musicians of various styles and skill levels. Students will be introduced to basic concepts of audio engineering, music theory, and composition.

**MUS 168. Opera Workshop 0-1**

This course provides a training ground for singing actors and presents productions each semester. Auditions are open to all.

**MUS 216. Music Theory III 3**

A continuation of MUS 125, this course introduces chromaticism, secondary dominant and leading tone functions, modulation to foreign keys, binary and ternary forms, augmented 6th chords, Neapolitan chords, and diatonic seventh chords. The class will meet three times a week. *Prerequisite: MUS 144 or theory proficiency test.*

**MUS 217. Music Theory IV 3**

A continuation of MUS 214, this course introduces non-dominant altered chords; chords of the ninth, eleventh and thirteenth; Impressionism; and 20th century music. The class will meet three times a week. *Prerequisite: MUS 216.*

**MUS 226. Aural Skills III 1**

This course introduces advanced principles of ear training and should be *taken concurrently with MUS 216.*

**MUS 227. Aural Skills IV 1**

This course is a continuation of the principles learned in MUS 226 and should be *taken concurrently with MUS 217.* *Prerequisite: MUS 226.*

**MUS 255. Computer Applications in Music 1**

This course provides a basic knowledge of the components of computers, related peripherals, and key terms and concepts. The course encourages proficiency in computer music notation software (Finale), including engraving advanced scores, instrumental parts, keyboard notation, entering lyrics, MIDI playback, and printing with an emphasis on publishing standards.

**MUS 259. History of Rock and Roll 3**

This course will trace the development of Rock and Roll during the 20<sup>th</sup> Century into the 21<sup>st</sup>. The principal content starts with the precursors to Rock and Roll in music of the 1920s, 30s, and 40s, as well as the distinct influences that racially-segregated America had on the early stages of R&R in the 1950s. After discussing the emergence of R&R in the 1950s and the early stylistic trends, much attention will be played on the explosion of styles and subgenres in the 1960s. This will create several threads that carry the course through the remainder of the century into a view of the present day.

**MUS 299. Independent Study in Music 3**

This course, which involves supervised research on a selected topic, is offered as needed to students with at least sophomore standing. *Prerequisite: permission of instructor.*

**MUS 300. Functional Keyboard Musicianship 1**

This course will present practical training in sight reading, transposition, modulation, harmonization, playing by ear, open score reading, ensemble playing, improvisation, extemporaneous composition, and working with a conductor.

**MUS 302. Conducting 2**

This course introduces the philosophies of conducting and the basic principles of group



dynamics. It requires knowledge of the fundamentals of conducting instrumental and choral ensembles and provides special emphasis on the development of competencies in score reading and baton techniques. *Prerequisite: MUS 130.*

**MUS 310. Counterpoint 2**

This course will explore the principles governing contrapuntal techniques in polyphonic compositions of the Renaissance and Baroque periods. Discussion of 20th Century serial technique will be included. *Prerequisites: MUS 217, MUS 322.*

**MUS 312. Music Theory V: Form and Analysis 3**

A study of the structural analysis of music with emphasis given to large and multi-movement forms. Students will discover the structural content of music forms from the smallest motives to complete movements. *Prerequisite: MUS 217.*

**MUS 315. Music Theory VI: Post-Tonal Analytical Techniques 3**

This course will focus on analytical techniques used for atonal and neo-tonal music, as well as provide further instruction on modern and post-modern musical forms. Its placement in the second half of a student's junior year will align it with Music History II. *Prerequisite: MUS 312.*

**MUS 320. Rhythmic Sensitivity 2**

This course provides the understanding of complexities of musical rhythm and develops skills necessary to perform, teach, notate, and take dictation of beginning, intermediate, and advanced rhythmic patterns.

**MUS 321. Music History I 3**

This course is a survey of music history of the Medieval, Renaissance, and Baroque periods. It improves identification skills and aural recognition of stylistic characteristics. It also assists in the student's authentic performance of music from these periods. Permission of instructor required for non-music majors.

**MUS 322. Music History II 3**

This course is a survey of music history of the Classical, Romantic, and Contemporary periods.

It improves identification skills and aural recognition of stylistic characteristics. It also assists in the student's authentic performance of music from these periods. Permission of instructor required for non-music majors.

**MUS 325. World Music (AE, GS) 3**

This course introduces students to the traditional music of countries and cultures from around the world. It includes study of samples of the music of southeastern Europe, Asia, Africa, Oceania, Russia, the near East, the Caribbean, and North America.

**MUS 326. Advanced Aural Skills 2**

This course develops the ability to read and apply advanced music notation, including inner hearing of melodic, harmonic, and rhythmic elements through sight-singing, sight-reading, and performance activities.

**MUS 344. Instrumental Pedagogy 2**

This course provides an understanding of instructional techniques related to specific instruments and development necessary to teach students from an intermediate middle school level through collegiate study.

**MUS 360. Diction for Singers I 2**

This course encompasses the fundamentals of the singer's pronunciation of English and Italian. Students will be introduced to and use the International Phonetic Alphabet. Students are required to read and sing songs in English and Italian.

**MUS 361. Diction for Singers II 2**

This course encompasses the fundamentals of the singer's pronunciation of French and German. Students will make use of the International Phonetic Alphabet. Students are required to read and sing songs in French and German.

**MUS 370. Stringed Keyboard Literature I (Baroque/Classical) 2**

This course will be a chronological survey of works for harpsichord, clavichord, fortepiano, and piano-forte - the instruments, composers, forms and styles, and significance in music and society. Instruction will be given in the protocol of solo performance.

**MUS 372. Stringed Keyboard Literature II (Romantic/Contemporary) 2**

This course will be a chronological survey of works for pianoforte - the instruments, composers, forms and styles, and significance in music and society. Instruction will be given in the protocol of solo performance.

**MUS 373. Collaborative Piano (AE) 1**

This course will present practical training in collaborative performances at the piano, including stylistic and interpretive characteristics of vocal and instrumental literature of the Baroque, Classical, Romantic and Contemporary periods.

**MUS 380. Organ Literature 2**

This course encompasses a survey of the history of the organ and its literature from the 15th Century through the Baroque Period. Instruction will be given in the protocol of solo performance.

**MUS 405 Professional Practices of the Music Business 1**

This course provides an understanding of the basics of copyright, business models, unions, non-profits, performing rights organizations, and how to work with managers and agents. Participants will develop a personal budget and learn to understand the basics of personal finance and career planning.

**MUS 411. Orchestration and Arranging 2**

This course will develop the techniques of writing for various combinations of instruments beginning with small groups and developing into full ensembles. Cross-cultural awareness will be enhanced through reference to idiomatic practices of German, Italian, and French composers. *Prerequisite: MUS 217.*

**MUS 430. Church Music Administration 2**

This course explores procedures for developing and managing a church music program, including materials, techniques, and supervision of choral, instrumental, and graded programs. It develops strategies related to budget planning, public relations, personnel and staff, and other aspects of administration.

**MUS 431. Structure of Worship 2**

This course examines the historical development and present structuring of liturgical and free church forms of Judeo-Christian worship. Innovative worship planning is undertaken from historical and contemporary perspectives.

**MUS 432. Congregational Song 2**

This course is a survey of Christian Hymnody and related forms including recent hymns, collections, and their utilization in worship.

**MUS 433. Internship 2**

Supervised practical field work in Church Music.

**MUS 455. Guitar Pedagogy 2**

The course will focus on teaching guitar at all levels from beginning to advanced, as well as provide a pedagogical framework for maintaining a private studio. This course is intended for guitar performance majors only. Students in other majors must have approval from the instructor to take this course.

**MUS 460. Vocal Literature 2**

This course surveys the art song repertoire for the voice. Students will examine scores and listen to recordings of songs from the classical period through the 21st century. *Prerequisite or corequisite: MUS 322.*

**MUS 465. Vocal Pedagogy 2**

This course studies the vocal instrument and its physiology as it relates to singing techniques and instruction. Each student will be assigned a private student to teach for ten weeks of the semester. *Junior standing and a vocal major are required.*

**MUS 471. Guitar Solo Literature 2**

This will be a survey of guitar solo literature from every style. Its purpose is to broaden the students listening experiences with historically important literature pertaining to the development of the guitar, its techniques, and its performers.

**MUS 472. Guitar Ensemble Literature 2**

A similar course to Solo Literature, this course will focus on the role the guitar has played in ensemble settings in various styles and time periods.

**MUS 473. Piano Pedagogy I 1**

This course will survey various published methods for teaching studio (individual) piano and will explore all aspects of teaching the beginning, intermediate, and moderately advanced private student, including recommended repertoire.

**MUS 474. Piano Pedagogy II 1**

This course is a continuation of MUS 473. Observation and supervised teaching experiences will be required. *Prerequisite: MUS 473.*

**MUS 475. Group Piano Pedagogy I 1**

This course will explore all aspects of organizing, teaching, and evaluating class (group) piano instruction at the elementary through intermediate level.

**MUS 476. Group Piano Pedagogy II 1**

This course is a continuation of MUS 475. Observation and supervised teaching experiences will be required. *Prerequisite: MUS 475.*

**MUS 482. Service Playing 1**

A study of the practical problems of the church organist. Hymn playing, accompanying, transposition, sight reading, modulation, and improvisation are covered.

**MUS 483. Choral Literature 2**

Surveys choral music representing historical forms, era, and styles. Emphasis is on literature appropriate for choirs in grades 5-12. Consideration is given for balance in programming. *Prerequisites: MUS 321 and MUS 322.*

**MUS 485. Organ Pedagogy 2**

This course will study the methods and techniques involved in teaching the organ to beginning, intermediate, and moderately advanced organ students, as well as the fundamentals of adapting the organ to professional performance. Observation and supervised teaching experiences will be required.

**MUS 491. Solo Instrumental Literature Seminar 2**

This course is a survey of available and appropriate solo performance literature for wind,

brass, string, and percussion performance majors. All music periods, composers, and performance protocols will be studied.

**MUS 493. Chamber Literature Seminar 1**

This course develops knowledge of historically-informed performance practice and significant works for instrument domains and develops knowledge of the important resources available for exploring chamber music literature and the ability to assemble judicious recital programs.

**MUS 494. Instrumental Chamber Music Literature 2**

This course will study the styles and periods of chamber ensemble music literature appropriate for a variety of ensembles. Instruction will be given in the protocol of chamber music performance.

**MUS 495. Large Instrumental Ensemble Music Literature 2**

This course will study the styles and periods of music literature appropriate for large instrumental ensembles. Instruction will be given in the protocol of solo performance with large instrumental music ensembles.

**MUS 496. Literature of the Instrument 2**

This course provides the knowledge of historically-informed performance practice and significant works for an individual instrument domain. The course develops knowledge of the literature, repertoire, and historical context used in instrument teaching at various levels, and to develop a familiarity with solo, chamber music, and orchestral literature.

**MUT – Music Theatre Courses**

**MUT 140/141, 240/241, 340/341, 440/441, 450/451, 460/461.**

**Dance Technique 1-6 1**

These courses provide instruction in the ballet, jazz, and tap genres of dance. Level 1\* provides basic instruction on terminology and execution of steps, and the training progresses in difficulty through level six. Students will be required to

take only four levels of instruction, and placement in an initial level will be determined by past experience and skill level at the audition.

\*Only Level 1 includes the essentials of long-term fitness and conditioning.

### **MUT 167. Music Theatre Workshop 1**

This course includes the study and performance of selections of music designed for the stage, including musical theatre, opera, and operetta. Students in the workshop will be assigned roles and/or chorus parts to learn and memorize for a public program. Students will be instructed in basic acting skills and stage deportment.

### **MUT 245, 345, 445. Dance Fitness and Conditioning 2-4 1**

These courses, to be taken during the sophomore, junior, and senior years of study, provide instruction on improving and maintaining physical fitness as a stage performer. They incorporate a variety of exercise methods tailored to the dancer, helping students make improvements in strength, flexibility, agility, and endurance. In addition, they explore how nutritional choices affect overall physical health for the stage performer.

### **MUT 324. History of Musical Theatre 3**

The history of musical theatre from the recorded beginnings of music and drama in Italy (c.1600) through the American musical comedies of Rodgers and Hart (c.1940). Genres explored will include opera, operetta, burlesque, pantomime, vaudeville, tin pan alley, the minstrel show, revue, and musical comedy. Major figures discussed will include composers, lyricists (including librettists/book-writers), producers, directors, choreographers, performers, and conductors. The literature will be explored within a social-historical context. This course is offered in the spring semester each year.

### **MUT 350. Acting in Musical Theatre I 3**

Acting skills for the musical theatre stage will be developed. This course is designed to build upon the skills taught in THE 215 and 315 with application to the musical theatre genre. This course is offered in the fall semester each year.

### **MUT 351. Acting in Musical Theatre II 3**

A continuation of MUT 350, this course develops a personal approach to coaching and guiding the advanced actor with physical, emotional, and behavioral acting using a variety of elements designed to help the actor build a solid foundation of skills that are flexible enough to be applied to any challenge a performer faces. This course is offered in the spring semester of each year.

*Prerequisite: MUT 350.*

## **NUR – Nursing Courses**

### **NUR 301. Introduction to Professional Nursing 3**

This course introduces the student to the role of the professional nurse and the foundational concepts of nursing theory. Students analyze the historical, contemporary, adversary, and global aspects of the ethical and legal foundations of nursing. Evidence-based practice and the collaborative aspects associated with the profession are examined.

### **NUR 302. Foundations of Pharmacology 1**

This course includes a study of arithmetic/calculation of dosages and solutions for medication administration and the basic principles of pharmacology. Legal and ethical responsibilities of the professional nurse in administering medications are also emphasized.

### **NUR 303. Clinical Pharmacology I 2**

This course focuses on fundamental pathophysiological and pharmacological principles as applicable to nursing care across the lifespan. Drug actions and interactions, and therapeutic applications of major pharmacological classifications of drugs are emphasized. Various manifestations of disease are illustrated through the specific etiology, signs, symptoms, and diagnostics. Exploring the relationship of pharmacologic knowledge with nursing practice, integration of the nursing process and nursing implications with various drug classifications is emphasized. Nursing implications of drugs and drug therapy, including drug interactions, is examined.

**NUR 304. Clinical Pharmacology II 2**

This course focuses on fundamental pathophysiological and pharmacological principles as applicable to nursing care across the lifespan. Drug actions and interactions, and therapeutic applications of major pharmacological classifications of drugs are emphasized. Various manifestations of disease are illustrated through the specific etiology, signs, symptoms, and diagnostics. Exploring the relationship of pharmacologic knowledge with nursing practice, integration of the nursing process and nursing implications with various drug classifications is emphasized. Nursing implications of drugs and drug therapy, including drug interactions, is examined. This is a continuation course for NUR 303.

**NUR 305. Holistic Health Assessment 3**

This course introduces the basic interviewing and physical assessment techniques involved in the process of assessing the health of individuals across the lifespan. A systematic approach in the use of skills in data collection and healthcare assessment in recognizing normal findings and common deviations associated with pathologies is emphasized to create the underpinnings for professional practice. Lecture and laboratory instruction are included in this course.

**NUR 306. Nursing Evidenced-Based Practice and Research 3**

This course prepares students to understand the role of research in evidence-based practice in nursing and healthcare. Critical thinking skills through the review and process of research are emphasized. The reliability of sources of evidence and the critique of research studies in synthesizing research concepts and findings into nursing practice are addressed in the scholarly endeavor to promote the evaluation of research studies for applicability to nursing practice.

**NUR 307. Clinical Foundations of Nursing Practice 6**

This course focuses on the nursing process, interventions, and nursing skills necessary for basic nursing practice in the care of individuals across the life span in diverse clinical settings. Introduction to the problem-solving process for the professional nurse and the nursing process,

provides a foundation necessary for decision-making, clinical reasoning, and critical thinking skills.

**NUR 308. Nutrition, Health Promotion, and Wellness 2**

This course is a study of nutrition in health and altered health states during the life-cycle as well as promotion of health, prevention of illness, and factors that impact health status. Application of nutritional principles and analysis of diets in health and wellness, as well as illness, are emphasized. The role and benefit of nutritional support and therapy in the metabolic and pathophysiological changes associated with disease and wellness are investigated as applicable to the nursing process. Health behaviors of different cultures and age groups, as well as relevant nursing research on nutrition, health promotion, and disease prevention are discussed.

**NUR 309 Perspectives in Professional Nursing 3**

The focus of this course is to facilitate socialization of the returning Registered Nurse to the role of nursing student as well as the role of the professional nurse and concepts found in holistic nursing. These concepts are derived from theory or research and include critical thinking, clinical reasoning, professional ethics, and effective communication. This course also provides an emphasis on elements of professional writing, advanced degree conversations, career planning, and portfolio development. This course is a component of the RN-BSN curriculum and requires the individual to meet the RN-BSN admission criteria including an unencumbered Registered Nurse License.

**NUR 310 Health Assessment for the Registered Nurse 4**

This course focuses on interviewing, history-taking, and physical assessment techniques involved in the process of assessing the health of individuals across the lifespan. A systematic approach in the use of skills in data collection and healthcare assessment in recognizing normal findings and common deviations associated with pathologies is emphasized to create the underpinnings for professional practice. Online

and laboratory instruction are included in this course. This course is a component of the RN-BSN curriculum and requires the individual to meet the RN-BSN admission criteria including an unencumbered Registered Nurse License.

### **NUR 311 Nursing Research and Evidence-Based Practice 3**

This course prepares students to understand the role of research in evidence-based practice in nursing and healthcare. Critical-thinking skills through the review and process of research are emphasized. The reliability of sources of evidence and the critique of research studies in synthesizing research concepts and findings into nursing practice are addressed in the scholarly endeavor to promote the evaluation of research studies for applicability to nursing practice. This course is a component of the RN-BSN curriculum and requires the individual to meet the RN-BSN admission criteria including an unencumbered Registered Nurse License.

### **NUR 401. Nursing Care of the Adult 6**

This course explores the pathophysiological aspects of adults with acute or chronic health conditions. Application of theory, the nursing process, the understanding of pharmacology, medical therapeutic interventions, and utilization of a holistic approach in the care of this population is studied. This course also addresses the pathophysiological stages of aging. The normal aging process, health promotion strategies, common disease processes, treatment regimes, and end of life issues are studied in regard to this population. Lecture and clinical instruction are included in this course.

### **NUR 402. Mental Health 4**

This course focuses on nursing care for individuals or groups with emotional, behavioral, or communication alterations acquired from changes in personal structure or neurological physiology. Principles of abnormal psychology, pathophysiology, and pharmacology will be integrated into the design of appropriate nursing interventions for acute and long-term conditions of mental health clients. Communication skills, cultural sensitivity, empathetic care of others, and professional development are components developed in the care of this population. Lecture

and clinical instruction are included in this course.

### **NUR 403. Nursing Care of the Adult with High-Acuity Needs 6**

This course explores the pathophysiological aspects of adults with acute or chronic health conditions. Application of theory to the nursing process, understanding of pharmacology, medical therapeutic interventions, and utilization of the holistic approach in the care of this population is studied. This course also addresses the pathophysiological stages of aging. The normal aging process, health promotion strategies, common disease processes, treatment regimes, and end of life issues are studied regarding this population. As a continuation of NUR 401, this course also emphasizes nursing care associated with complex health alterations. The clinical focus is placed on assimilation and application of knowledge for care of the adult with complex and multiple physiological and psychosocial needs in a highly technical health care environment. The impact of life-threatening illnesses and injuries on individuals, families, groups, and communities is explored as the student designs holistic and culturally competent care during times of death, dying, and bereavement. Lecture and clinical instruction are included in this course.

### **NUR 404. Maternal-Child Health 5**

This course focuses on the theories and principles utilized in the care of women across the life span. Issues impacting reproduction and fertility and comparison of variations in normal and abnormal conditions are included. Exploration of the childbearing experience as it affects individuals, families, and communities is presented regarding the impact of culture, economics, and advocacy in this experience. Antepartal, intrapartal, postpartal, and newborn populations managed by the professional nurse will be emphasized. Lecture and clinical instruction are included in this course.

### **NUR 405. Nursing Care of Children and Families 5**

This course addresses the care of families with children from infancy through adolescence during wellness and altered health states.

Theories and principles used in caring for the child-rearing family are presented. The framework for the course content is based on theories of growth and development within the context of a diverse global population. Lecture and clinical instruction are included in this course.

**NUR 406. Leadership and Management:  
Immersion into Practice 6**

This course focuses on the role of the professional nurse as a leader and manager. Content features those inherent responsibilities the registered nurse assumes as designer, manager, coordinator, and patient care provider. Essential skills for the development of team building, collaboration with various health care providers, and delegation are addressed. Students build on exercising critical thinking and decision-making in the care of individuals and groups of patients. Lecture and clinical instruction are included in this course.

**NUR 407. Community and Population  
Health 5**

This course examines theories and principles of community health and public health issues of individuals, families, and communities. Emphasis is placed on prevention of illness, promotion of health, and provision of care to vulnerable populations. Emergent infections are explored in relation to communicable disease prevention, control, and pharmacotherapeutics. Multidisciplinary care is addressed regarding the role of the community health nurse in case management, emergency preparedness, and disaster response. Lecture and clinical instruction are included in this course.

**NUR 408. Synthesis of Nursing Practice 2**

This course focuses on nursing practice and concept synthesis in order to prepare the new graduate for entry into the role of the generalist professional nurse. Emphasis is placed on clinical reasoning and critical thinking skills needed for the practicing nurse to address the needs of individuals in the ever-changing healthcare landscape.

**NUR 409 Nursing Legalities and Ethics 3**

This course prepares students to understand the role of the professional nurse in the legal and

ethical dilemmas that face today's Registered Nurse. Discussion of "real life" applications of personal and professional beliefs; ethics; values; morals; and codes of conduct in human relationships using ethical decision-making, problem-solving, and critical thinking activities for interacting with the multidisciplinary team will be a component of this course. This course is a component of the RN-BSN curriculum and requires the individual to meet the RN- BSN admission criteria including an unencumbered Registered Nurse License.

**NUR 410 Community and Global Population-  
Focused Health 6**

This course examines theories and principles of community health and public health issues of individuals, families, and communities locally and on the global stage. Emphasis is placed on prevention of illness, promotion of health, and provision of care to vulnerable populations. Emergent infections are explored in relation to communicable disease prevention, control, and pharmacotherapeutics. Multidisciplinary care is addressed regarding the role of the community health nurse in case management, emergency preparedness, and disaster response. Online and clinical instruction are included in this course. This course is a component of the RN-BSN curriculum and requires the individual to meet the RN- BSN admission criteria including an unencumbered Registered Nurse License.

**NUR 411 Nursing Leadership 4**

This course focuses on the role of the professional nurse as a leader and manager. Content features those inherent responsibilities the registered nurse assumes as designer, manager, coordinator, and patient care provider. Essential skills for the development of team-building, collaboration with various health care providers, and delegation are addressed. Students build on exercising critical thinking and decision-making in the care of individuals and groups of patients. Online and clinical instruction are included in this course. This course is a component of the RN-BSN curriculum and requires the individual to meet the RN- BSN admission criteria including an unencumbered Registered Nurse License.

**NUR 412 Health Policy and Nursing Informatics 3**

This course provides an introduction on the topics of health policy and politics as well as the topic of nursing informatics. Discussion of these topics and application of the knowledge obtained will assist the professional nurse in navigating the challenges that face today's Registered Nurse in everyday practice. A history of informatics and its uses today and in the future of nursing will be a focus of this course. In addition, the role of the professional nurse in today's health policy and politics will also be addressed. This course is a component of the RN-BSN curriculum and requires the individual to meet the RN- BSN admission criteria including an unencumbered Registered Nurse License.

**NUR 413 Nursing Considerations for Aging and Health 3**

This course focuses on the study and nursing care of individuals as they age. Emphasis is placed on the role of the professional nurse in assisting clients along the continuum of health as it pertains to the aging process. The course will evaluate this process in the context of the human being as a biological, psychological, social, and spiritual entity, and how aging impacts each of these areas. This course is a component of the RN-BSN curriculum and requires the individual to meet the RN- BSN admission criteria including an unencumbered Registered Nurse License.

**NUR 414 Nursing Capstone 6**

This course is a synthesis course that immerses the student in the concepts taught for the Bachelor of Science in Nursing program in preparation of the role of the professional nurse. The focus is on preparing the student for the next steps in the career and academic process. The student will complete a capstone project focused on a specific interest and area of study. The project will be developed, implemented, evaluated, and presented. Online and clinical instruction are included in this course. This course is a component of the RN-BSN curriculum and requires the individual to meet the RN- BSN admission criteria including an unencumbered Registered Nurse License.

**OML - Organizational Management and Leadership Courses****OML 300. Applied Research Methods in Managerial Leadership 4**

This course provides the practical and theoretical knowledge that forms the decision-making process involved in the management and leadership of an organization. The course is designed to introduce the student to the scientific bases for decision-making including research methods and designs, qualitative and quantitative research, and descriptive and inferential statistics. The course focuses on the techniques of decision making, the issues involved in decision making, reporting the analytical processes undertaken, and the formal presentation of analysis and decision. In addition the course provides the student of leadership an introduction to the basic methods, techniques, and procedures of applied research. Emphasis will be placed on both quantitative and qualitative methods employed in conducting applied research projects. A minimal background in mathematics or statistics is recommended. An expected outcome of this course will be the preparation of the students' organizational leadership research project proposal.

**OML 310. Foundations of Managerial Leadership Behavior 4**

This course gives students a theoretical and practical understanding of organization theory, organizational behavior and leadership styles, and effectiveness.

**OML 320. Communication and Cultural Change 4**

This course provides both practical and theoretical knowledge needed by management for communicating in an environment of cultural change in a diverse and evolving organization marketplace. The course is designed to build communication competence and foster dialogue across personality and cultural conflicts. Finally, the course provides students with a firm knowledge of principles of communication theory, method, and application, especially as they are relevant to Organization Leadership. The



course focuses on issues of intercultural business communication and provides students with the skills needed to successfully manage and lead change and conflict within the diverse workplace. Emphases include ethnocentrism, stereotyping, prejudice and discrimination, group identity, variations in cultural values, and a cross-cultural appreciation of diverse styles of managing and leading in an international context.

### **OML 330. Human Resource Management and Leadership** 4

This course examines the human relations practices which are common to most public safety agencies. Included among these topics are recruitment, training, interpersonal skills, retention, motivation, and evaluation of personnel. This course also examines issues that are unique to different public safety agencies and explores ways to effectively integrate these differences into a more efficient system. To minimize the potential conflict that might arise from the integration of differing systems, the course will also focus on the nature of organizational conflict, the development of strategies to minimize conflict, and identifying solutions to disputes that are satisfactory to the parties involved.

### **OML 350. Strategic Marketing Leadership** 4

This course is designed to explore the processes management uses to operate an organization. The course also explores the impact of social, legal, and governmental environments on organizations. Related to the strategic marketing leadership process is a detailed discussion of the markets within which a business must operate and the processes an organization must undertake to analyze its markets. This includes discussions of market analysis, market selection criteria, and an introduction to strategic market planning and decision-making. The course provides the student with the knowledge to prepare a strategic marketing plan for a profit or non-profit organization.

### **OML 360. Organization Behavior Leadership Issues** 4

This course examines and discusses the interpersonal and human relations theories for

students to become successful managerial leaders.

### **OML 400. Non-Profit Organization Management and Leadership** 4

The course will address the fundamental principles of non-profit managerial leadership as well as the roles and functions of a non-profit board of directors and the executive management team. Topics to be studied and discussed include: non-profit management and governance, basic budgeting and financial terms, public relations and service marketing functions, how to maximize fundraising opportunities, human resource planning and volunteer recruitment and management.

### **OML 410. Leadership Issues in Public and Community Relations** 4

Focus will be on the philosophies, values, missions, development, and evaluation of the delivery of public safety services in the community, and the impact on these services of policy, public option, and constituent dynamics.

### **OML 420. Economic Issues for Managerial Leaders** 4

This course analyzes, first, the resource allocation process, focusing on supply and demand's impact on market price and the importance of marginal revenue and marginal cost to price and output determination. Secondly, the course analyzes the value of macroeconomic variables and the firm's use of such information. Lastly, the course conveys the understanding to the student of why firms need budget and forecasts and how these concepts enable a manager or leader to effectively manage and lead the firm. The course will describe various budgeting and forecasting techniques that firms use today and will enable students to develop their own forecasts using this information.

### **OML 450. Accounting and Financial Issues for Non-Accounting or Financial Managerial Leaders** 4

This course analyzes, first, basic journal entries required in the course of corporate accounting, such as entries for billing and bill payment, as well as equity and bond transactions. Secondly, the course analyzes the compilation of financial

statements resulting from the transactions and the related basic concepts of corporate finance, such as financial statement analysis and the time value of money. Lastly, students are introduced to the financial concept of value creation, where a senior financial manager undertakes certain methods to increase shareholder value. These methods are critically analyzed.

#### **OML 460. Ethics, Values, and the Law 4**

The course “Ethics, Values, and the Law” focuses upon changing organizations. As organizations change, they are impacted by numerous ethical and legal considerations. The course will provide an overview which involves attention to the broader context of the changing organizations, the various traditional modes of ethical reasoning, the relevant legal terminology and considerations, and appropriate responses to the selected issues in changing organizations. The course will culminate in an application of these factors to specific organizations.

#### **OML 470. Global Leadership Practices 4**

This course will explore emerging issues associated with managing and leading organizations in a dynamic and global environment. Topics to be discussed include: customer service relationships, forecasting demand for organization’s products and services, leadership issues in the budgeting and financial management, diversity as a strategic initiative, leading cultural change in 21st century organizations, global economic issues from a top management leadership perspective, and future trends in global managerial leadership practices.

### **PCS - Physics Courses**

#### **PCS 110. Astronomy I: Solar Astronomy (ES) 4**

(Formerly PCS 107)

This course covers the astronomy of our own solar system. The course is designed for the non-science major and incorporates laboratory exercises and field trips to observatories and/or planetariums. Topics include Newton’s laws; astronomical instruments; radiation and spectra; earth and the Earth-like planets; the Jupiter-like planets; moons, comets and asteroids; and the

origin of the solar system and the sun. Laboratory work may involve exercises demonstrating Newton’s laws, the construction of astronomical instruments, the analysis of spectra, orbit analysis and tides. No mathematical background is assumed. *Corequisite: PCS 111.*

**PCS 111. Astronomy I: Solar Astronomy Lab**  
Required Lab for PCS 110 Astronomy I: Solar Astronomy.

#### **PCS 112. Astronomy II: Stellar Astronomy (ES) 4**

(Formerly PCS 108)

This course covers the astronomy of the stars and galaxies. The course is designed for the non-science major and incorporates laboratory exercises and field trips to observatories. Topics include radiation and spectra, astronomical instruments, analysis and classification of stars, birth and death of stars, relativity theory, black holes, galaxies, quasars, interstellar matter, and the big bang theory. Laboratory exercises may involve spectra analysis, construction of optical instruments, star classification, star chart analysis, and radio astronomy. No mathematical background is assumed. *Corequisite PCS 113.*

#### **PCS 113. Astronomy II: Stellar Astronomy Lab**

Required Lab for PCS 112 Astronomy II: Stellar Astronomy.

#### **PCS 120. College Physics I (ES) 4**

(Formerly PCS 127)

This course begins with mechanics, including linear kinematics, Newton’s laws, statistics, work, power, conservation of energy, collisions, conservation of momentum, uniform circular motion and rotational dynamics. Mechanical properties of matter in the solid, liquid, and gaseous states are introduced. The study of wave motion includes transverse and longitudinal waves, sound, and the Doppler effect. The course concludes with a study of heat, including kinetic theory, thermal properties of matter, and the first and second laws of thermodynamics. Laboratory exercises reinforce the concepts studied in class. *Prerequisite: MAT 102 or placement. Corequisite: PCS 121.*

**PCS 121. College Physics I Lab**

Required lab for PCS 120 College Physics I.

**PCS 122. College Physics II (ES) 4**

(Formerly PCS 128) This course is a continuation of College Physics I. It covers electricity and magnetism, optics, and modern physics. The introduction to electricity and magnetism includes the Coulomb force, electric fields, electric potential, direct current circuits, the magnetic field and the magnetic force, ammeters and voltmeters, DC electric motors, electromagnetic induction, AC generators, and transformers. The optics material begins with electromagnetic waves and proceeds through reflection, refraction, optical instruments, interference, and diffraction. As time permits, special relativity and quantum physics are discussed. Laboratory exercises reinforce the concepts studied in class. *Prerequisite: PCS 120. Corequisite: PCS 123.*

**PCS 123. College Physics II Lab**

Required Lab for PCS 122 College Physics II

**PCS 220. Physics for Life (ES) 4**

(Formerly PCS 200)

This course covers mechanics, wave motion, sound, electricity, magnetism, light, astronomy, and relativity for education majors. Topics are chosen to meet the state educational requirements for science. *Prerequisite: MAT 102. Corequisite: PCS 221.*

**PCS 221. Physics for Life Lab**

*Corequisite: PCS 220.*

**PCS 230. Physics with Calculus I (ES) 4**

(Formerly PCS 201)

This course begins with mechanics, including linear kinematics, Newton's laws, statistics, work, power, conservation of energy, collisions, conservation of momentum, uniform circular motion, and rotational dynamics. Mechanical properties of matter in the solid, liquid, and gaseous states are introduced. The study of wave motion includes transverse and longitudinal waves, sound, and the Doppler effect. The course concludes with a study of heat, including kinetic theory, thermal properties of matter, and the first and second laws of thermodynamics. Laboratory

exercises reinforce the concepts studied in class. Problems will often use calculus. *Corequisite: MAT 221 and PCS 231.*

**PCS 231. Physics with Calculus I Lab**

*Corequisite: PCS 230.*

**PCS 232. Physics with Calculus II (ES) 4**

(Formerly PCS 202) This course, which assumes knowledge of differential and integral calculus, covers electricity and magnetism, optics, and modern physics. The introduction to electricity and magnetism includes the Coulomb force, electric fields, electric potential, direct current circuits, the magnetic field and the magnetic force, ammeters and voltmeters, DC electric motors, electromagnetic induction, AC generators, and transformers. The optics material begins with electromagnetic waves and proceeds through reflection, refraction, and optical instruments with a focus on the Lorentz transformations, the Bohr model of the hydrogen atom, and atomic energy levels. Laboratory exercises reinforce the concepts studied in class. *Corequisite: MAT 321 and PCS 233.*

**PCS 233. Physics with Calculus II Lab**

Required lab for PCS 232 Physics with Calculus II.

**PCS 298. Special Topics in Physics 4**

This course, which explores a topic of contemporary interest to the study of physics, is offered to students with at least sophomore standing.

**PCS 299. Independent Study in Physics 4**

This course, which involves supervised research on a selected topic, is offered as needed to students with at least sophomore standing. *Prerequisite: Permission of instructor.*

**PED - Physical Education Courses****PED 100. Fitness for College and Life 2**

This course emphasizes the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition) through a holistic approach that also addresses alcohol, tobacco, and other drugs; nutrition; and stress

management. Lecture and laboratory format. Required course for all traditional students.

**PED 101. Aerobics** 1

This is an activity-based course emphasizing aerobic fitness through various activities. The course also addresses equipment, etiquette, rules, safety, and terminology.

**PED 103. Archery** 1

This is an activity-based course emphasizing beginning-level archery skills. The course also addresses equipment, etiquette, rules, safety, and terminology.

**PED 105. Basketball** 1

This is an activity-based course emphasizing beginning level basketball skills. This course also addresses equipment, etiquette, rules, safety, and terminology.

**PED 107. Bowling** 1

This is an activity-based course emphasizing beginning and intermediate level bowling skills. This course also addresses equipment, etiquette, rules, safety and terminology.

**PED 109. Golf** 1

This is an activity-based course emphasizing beginning and intermediate level golf skills. This course also addresses equipment, etiquette, rules, safety and terminology. Requires travel to local golf course.

**PED 111. Racquetball** 1

This is an activity-based course emphasizing beginning and intermediate level racquetball skills. This course also addresses equipment, etiquette, rules, safety, and terminology.

**PED 113. Soccer** 1

This is an activity-based course emphasizing beginning level soccer skills. This course also addresses equipment, etiquette, rules, safety, and terminology.

**PED 114. Camping** 1

This is an activity-based course emphasizing beginning level camping skills. This course also addresses equipment, etiquette, rules, safety, and terminology.

**PED 115. Softball** 1

This is an activity-based course emphasizing beginning and intermediate level softball skills. This course also addresses equipment, etiquette, rules, safety, and terminology.

**PED 116. Line Dance** 1

This is an activity-based course emphasizing beginning level line dancing skills. This course also addresses equipment, etiquette, safety, and terminology.

**PED 117. Tennis** 1

This is an activity-based course emphasizing beginning and intermediate level tennis skills. This course also addresses equipment, etiquette, rules, safety, and terminology.

**PED 118. Karate** 1

This is an activity-based course emphasizing beginning level karate skills. This course also addresses equipment, etiquette, rules, safety, and terminology.

**PED 119. Volleyball** 1

This is an activity-based course emphasizing beginning level volleyball skills. This course also addresses equipment, etiquette, rules, safety, and terminology.

**PED 121. Walk/Jog** 1

This is an activity-based course emphasizing cardio-respiratory fitness through an individualized walk/jog program.

**PED 123. Weight Training** 1

This is an activity-based course emphasizing weight training exercises and spotting techniques. This course also addresses equipment, etiquette, safety, and terminology.

**PED 127. Social Dance** 1

This is an activity-based course emphasizing beginning social dance skills. This course also addresses equipment, etiquette, rules, safety, and terminology.

**PED 128. Advanced Weight Training** 1

This is an activity-based course emphasizing advanced level weight training. This course also addresses equipment, etiquette, rules, safety, and terminology.

terminology. *Prerequisite: PED 123 or permission of instructor.*

**PED 200. Adult Fitness and Wellness 4**

This course addresses health and fitness issues with a focus on life-style choices and the impact of those choices. The course requires an extensive out-of-class exercise regimen. The course consists of lecture, laboratory, and seminar format. This course is open to adult evening students and students over the age of 21, and completes the Health/Wellness requirement of the General Education Curriculum.

**PHI - Philosophy Courses**

**PHI 104. Introduction to Philosophy 3**

This course surveys various concepts involved in the construction of a philosophy and briefly introduces students to some of the systems of ideas that have developed over time, arising out of the human search for the meaning of existence in the world. Major topics include religion and the meaning of life; science, the mind, and nature; thinking and knowing; the dilemmas of personhood; living a good life; justice; and responsibility.

**PHI 105. Critical Thinking 3**

This course surveys and applies the elements of logical thinking: arguments, premises, and conclusions; deduction and induction; validity, truth, soundness, strength, and cogency; and language, meaning, and definitions.

**PHI 204. Introduction to Ethics (VE) 3**

This course surveys the major systems of morality in both the Western world and the non-Western world and relates these systems to the everyday processes of ethical decision making.

**PHI 298. Special Topics in Philosophy 3**

This course, which explores a topic of contemporary interest to the study of philosophy, is offered as needed to students with at least sophomore standing.

**PHI 299. Independent Study in Philosophy 3**

This course, which involves supervised research on a selected topic, is offered as needed to

students with at least sophomore standing. Prerequisite: permission of instructor.

*Before enrolling in 300- or 400-level Philosophy courses, completion of ENG 101, and ENG 102 or ENG 103, with a grade of C or better is required.*

**PHI 300. History of Philosophy 3**

This course covers selected aspects of the history of Western philosophy from the ancient period through the Middle Ages. Figures such as the pre-Socratics, Socrates, Plato, Aristotle, the Stoics, and Aquinas are examined.

**PHI 304. History of Modern Philosophy 3**

This course covers selected aspects of the history of Western philosophy from the Middle Ages to the twentieth century. Figures such as Descartes, Berkeley, Hume, Locke, and Kant are examined.

**PHI 306/POL 306. Classical Political Thought 3**

This course surveys the political thought of Plato, Aristotle, Cicero, St. Augustine, St. Thomas, and Machiavelli. *Prerequisite: ENG 101 with a grade of C or better.*

**PHI 308/POL 308. Modern Political Thought 3**

A survey of the political thought of Hobbes, Locke, Rousseau, Burke, Hume, Hegel, Mill, Marx, and Rawls, the course emphasizes the aspects of their ideas most relevant to the development of Western political institutions. *Prerequisite: ENG 101 with a grade of C or better.*

**PHI 310. Twentieth-Century Philosophy 3**

This course examines the major philosophers of the 20th century, including such figures as Husserl, Heidegger, Sartre, Wittgenstein, and others.

**PHI 498. Special Topics in Philosophy 3**

This course, which explores a topic of contemporary interest to the study of history, is offered as needed to students with junior or senior standing.

**PHI 499. Independent Study in Philosophy 3**

This course, which involves supervised research on a specified topic, is offered as needed to students with junior or senior standing. *Prerequisite: permission of instructor.*

**POL - Political Science Courses****POL 101. American Government (LS) 3**

This course is an introductory survey of the essential principles of American government, including the organization and functions of the institutions of the American political system at the national, state, and local levels, with special emphasis on Georgia's government. Particular attention is given to constitutional evolution, the nature of power, federalism, civil rights and civil liberties, the roles of compromise and persuasion, and the democratization of the system.

**POL 298. Special Topics in Political Science 3**

This course, which explores a topic of contemporary interest to the study of political science and/or government, is offered to students with at least sophomore standing.

**POL 299. Independent Study in Political Science 3**

This course, which involves supervised research on a selected topic, is offered as needed to students with at least sophomore standing. *Prerequisite: permission of instructor.*

**POL 301. International Politics (GS) 3**

This course introduces some of the major concepts, issues, and trends in modern international relations. Specific topics include interdependence, international law and organizations, foreign policy and foreign aid, diplomacy, development, and international security. The examination of post-Cold War international politics enables students to better comprehend the forces of conflict and cooperation that characterize their world.

**POL 306/PHI 306. Classical Political Thought 3**

This course surveys the political thought of Plato, Aristotle, Cicero, St. Augustine, St. Thomas, and

Machiavelli. *Prerequisites: ENG 101 with a grade of C or better.*

**POL 308/PHI 308. Modern Political Thought 3**

A survey of the political thought of Hobbes, Locke, Rousseau, Burke, Hume, Hegel, Mill, Marx, and Rawls, this course emphasizes the aspects of their ideas most relevant to the development of Western political institutions. *Prerequisites: ENG 101 with a grade of C or better.*

**POL 311. Comparative Politics (GS) 3**

This course is an introduction to the comparative study of government and politics. Students examine a sampling of nations from the world's major regions, including Europe, Latin America, Asia, Africa, the Middle East, and the former Soviet Union. They learn to identify common problems that governments face and to analyze the various institutions and methods developed to cope with these problems. To promote a deeper understanding of political and economic development, discussion topics are to include historical background, political culture, geography, economics, ideology, and leadership.

**POL 368. Interest Groups and Public Policy 3**

The major purpose of this course is to assist the student in obtaining an understanding of the impact of interest groups on American politics and public policy, and vice versa. This course will thus focus on the historical events and institutional developments of organized interest groups; their role and functions in politics - including the policy making process, interpretation, socialization, communication, persuasion and agenda setting; the assessment of the process of information dissemination for the American public; the impact of interest groups on the modern presidency, the bureaucracy, the courts and the Congress, and why. We shall also explore many of the social, political, and economic controversies that dominate the local, national, and international scenes today. *Prerequisite: POL 101 with a grade of C or better or permission of instructor.*

**POL 380. Judicial Process and Behavior 3**

This course covers the organization of the American court system (both state and federal), the function of courts in our society and democracy, and the role of various players (such as judges, litigants, and lawyers) in the legal process. It also examines theories of judicial decision making, explores the ways judges make public policy, and evaluates the efficacy and/or desirability of judicial policy making. In addition to the overview of the American legal system and judicial policy making, it covers the processes surrounding civil and criminal litigation.

**POL 381. Criminal Law and Procedure 3**

This course is an introduction to U.S. criminal law and procedure. The course will cover the following topics:

- Provide a working knowledge of constitutional rights in the context of criminal law.
- Focus on the concept of reasonableness of restraints on those rights.
- Gain an understanding of the public policy considerations underlying the substantive criminal law and the manner in which such policies are effectuated through criminal procedural requirements.
- Study the specific procedural law issues and requirements, including right to counsel, exclusionary rule, search warrant, permissible warrantless searches, stop and frisk, entrapment, wiretapping, confessions, lineups, jury selection, voir dire, negotiated pleas, and post-conviction relief.

**POL 385. Constitutional Law (LS) 3**

This course examines the U.S. Constitution and what it means. It covers some broad categories including the Bill of Rights, and the decisions of the Supreme Court of the United States and how those decisions have shaped civil rights and liberties over the past 200 years. Specifically, the course will focus on: the interrelationships of national governmental institutions with particular reference to the operation of the Supreme Court; the circumstances giving rise to civil liberties cases and the political and social environment in which the Court decides them; the principal modes of legal interpretation the Court has used

to structure its analysis of the issues which come before it; the principles and values which underlie the Court's decisions in the area of civil liberties; the importance of non- and extra-legal influences on Supreme Court decision making; and the impact of the Court's civil liberties decisions on the other institutions of government and on the society as a whole. *Prerequisites: ENG 101 and POL 101 with a grade of C or better.*

**POL 420. Senior Seminar in Political Science****3**

This seminar is the capstone course in the major. Students will be responsible for individual presentations and discussion-leading in a seminar setting that will cover the most seminal and most recent important scholarship in the discipline of political science. Students will also write an original paper answering an emergent question in political science, using methods of analysis appropriate for the question under study. *Prerequisite: POL 101 with a grade of C or better, or permission of instructor.*

**POL 472/COM 472. Media and Politics (KSSC)****3**

The major purpose of this course is to assist the student in obtaining an understanding of the impact of mass media on American politics. This course will focus on the historical events and institutional developments of the media; the functions of the mass media in politics news making, interpretation, socialization, persuasion and agenda setting; and assess the process of information dissemination. The impact of the media on legislation and the modern presidency will be examined as well as how individual presidents do their job and why. We shall also explore many of the social, political, and economic controversies that dominate the local, national, and international scenes today. *Prerequisite: POL 101 with a grade of C or better, or permission of instructor.*

**POL 498. Special Topics in Political Science****3**

This course, which explores a topic of contemporary interest to the study of political science, is offered as needed to students with junior or senior standing.

**POL 499. Independent Study in Political Science 3**

This course, which involves supervised research on a selected topic, is offered as needed to students with junior or senior standing. *Prerequisite: permission of instructor.*

**PSY - Psychology Courses****PSY 101. Introduction to Psychology (BH, LS) 3**

This course is a beginning survey of the field of psychology. Special emphasis is placed on the use of scientific methodology to address questions about human behavior. Topics include social interactions, intelligence, development, memory, the physiological bases of behavior, and abnormal behavior.

**PSY 103. Professional Development in Psychology 1-4**

This 1-hour course is modeled after the traditional Friday afternoon seminars that many of our faculty experienced as graduate students. The intent is to provide a course where all of our Psychology majors come together, integrating their academic experiences and preparing for the next steps in their careers. Class members will be able to begin planning and preparing for graduate studies, internships, and work outside academia. *Prerequisite: PSY 101.*

**PSY 200. Life-span Developmental Psychology (LS) 3**

This course examines human development from conception to death, with an emphasis on how physical, cognitive, and social and emotional factors interact during development. Scientific approaches for studying development across the life-span will also be addressed, along with applications of theories of human development to real world problems. *Prerequisites: PSY 101 with a grade of C or better, or permission of instructor.*

**PSY 210. Personality (LS) 3**

This course is a critical survey of various theoretical paradigms in personality research, including psychoanalysis, trait theories, humanistic approaches, and the cognitive and

behavioral tradition. *Prerequisites: PSY 101 with a grade of C or better, or permission of instructor.*

**PSY 303. Professional Development in Psychology 1-4**

This 1-hour course is modeled after the traditional Friday afternoon seminars that many of our faculty experienced as graduate students. The intent is to provide a course where all of our Psychology majors come together, integrating their academic experiences and preparing for the next steps in their careers. Class members will be able to begin planning and preparing for graduate studies, internships, and work outside academia. *Prerequisite: PSY 101.*

**PSY 310. Abnormal Psychology (LS) 3**

This course is a survey of the various emotional and behavioral disorders, including etiology and treatment. *Prerequisite: PSY 101 with a grade of C or better or permission of instructor.*

**PSY 325. Experimental Methodology in Psychology 4**

The purpose of this course is to train students in the experimental methodology used to gather data in psychology. Topics include random selection and assignment of research participants; presentation of treatments and appropriate control conditions; conducting experiments; application of statistical analysis to results; ethical considerations; and quasi-experimental or single participant designs. *Prerequisites: PSY 101 with a grade of C or better, and SSC 315 with a grade of C or better.*

**PSY 340. Cognition and Memory 3**

This course is a survey of the research methods, findings, and theories of human thought processes and memory. Information processing from sensation to encoding in long-term memory will be a focus. Other topics will include normal memory distortion and memory loss. Abnormal processes that occur with brain damage will also be discussed. *Prerequisites: PSY 101 with a grade of C, or permission of instructor.*

**PSY 350. Social Psychology (LS) 3**

This course examines major theories and research traditions in social psychology. Topics include



attitude formation and change, conformity, aggression, interpersonal attraction, and group dynamics. *Prerequisites: PSY 101 with a grade of C or better or permission of instructor.*

### **PSY 360. Behavior Analysis 3**

The principles of behavior analysis and learning will be applied to problems in shaping and managing human behavior. The techniques covered will include: operant and classical conditioning, reinforcement of successive approximations, schedules of reinforcement, operant and classical extinction, and reinforcement of competing responses, counter conditioning, negative reinforcement, and stimulus control. These procedures will be related to a range of practical settings and applications. *Prerequisites: PSY 101 with a grade of C or better, or permission of instructor.*

### **PSY 370. Environmental Psychology 3**

As the population of the world rapidly expands, the demand for food, water, shelter, fuel, and consumer goods rises resulting in increasing pressure on environmental resources. We face growing concerns about global warming, air and water pollution, deforestation, and species extinction. Environmental problems are caused by people's behavior and will be solved by changes in people's behavior. In this course, we will explore how psychological theories and research can help to address environmental problems and improve outcomes for both people and environments. *Prerequisite: PSY 101.*

### **PSY 420. Senior Seminar in Psychology 3**

The seminar is a capstone course in the major. The students will be responsible for individual presentations in a seminar setting that will cover a variety of topics within the sub-fields of psychology. Also, the students will focus on The Ethical Principles of Psychologists and Code of Conduct (APA 2002) and its application to specific professional situations. *Prerequisites: PSY 101 and PSY 325 with a grade of C or better in both courses, or permission of instructor.*

### **PSY 440. Advanced Child Development 3**

This course is designed to introduce students to current scientific thinking and research about development as understood by developmental

psychologists. The course focuses primarily, but not exclusively, on the development of human infants and children. The integration of theoretical, research, and practical orientations is emphasized. Topics include theories and methods of developmental psychology, prenatal development and birth, infancy, cognitive and social-emotional development, language acquisition, and moral development. *Prerequisites: PSY 101 with grade C or better, or permission of instructor.*

### **PSY 498. Special Topics in Psychology 3**

This course, which explores a topic of contemporary interest to the study of psychology, is offered as needed. *Prerequisite: Completion of junior year or permission of instructor.*

### **PSY 499. Independent Study in Psychology 3**

This course is offered as needed to students. *Prerequisites: Completion of PSY 101 and PSY 325 with a grade of C or better, and proposal approved by instructor.*

## **REL - Religion Courses**

### **REL 104. Introduction to Religion (GS)**

3

This course introduces the critical study of religion. Students examine the cognitive, performative, and social characteristics of religion. The course includes cross-cultural studies of religious beliefs and practices.

### **REL 105. Moral Responsibility in the Twenty-First Century (VE)**

3

This course examines the different components that create and develop our responsibility, both personal and social. This sense of responsibility emerges in dialogue with God, ourselves, our neighbors, and the environment. We then can act in loving and just ways to respond to and transform the twenty-first century world.

### **REL 107. Apostles' Creed and Moral Responsibility (VE)**

3

This course examines the different components that create and develop our responsibility, both personal and social. This sense of responsibility emerges in dialogue with God, ourselves, our

neighbors, and the environment. We then can act in loving and just ways to respond to and transform the twenty-first century world.

**REL 204. Survey of the Old Testament 3**

A panoramic view of the content, main characteristics and message(s) of the books of the Old Testament in the light of their social context and as literary expressions of the faith, life, and history of Ancient Israel.

**REL 205. Survey of the New Testament 3**

A panoramic view of the content, main characteristics and message(s) of the books of the New Testament in light of their social context and as literary expressions of the faith, life, and history of the first followers of Jesus and the faith communities they created.

**REL 298. Special Topics in Religion 3**

This course, which explores a topic of contemporary interest to the study of religion, is offered as needed to students with at least sophomore standing.

**REL 299. Independent Study in Religion 3**

This course, which involves supervised research on a selected topic, is offered to students with at least sophomore standing. *Prerequisite: permission of instructor.*

**REL 300/HIS 300. History of Christianity 3**

This course examines the history of Christian thought and practice from its post-biblical formation to the 20th century. The course focuses on selected thinkers such as Augustine, Anselm, Aquinas, Luther, Calvin, Schleiermacher, and Wesley. In addition, the course covers selected topics such as Christianity in the Roman Empire, the theological significance of the ecumenical councils, the split between Roman Catholicism and Eastern Orthodoxy, the interactions with Judaism and Islam, the medieval church-state relations, the backgrounds of the Reformation and the Counter-Reformation, the Enlightenment's impact on religious thinking, and the beginnings of pietism. *Prerequisites: ENG 101, and ENG 102 or ENG 103.*

**REL 301. Church Leadership 3**

This course explores the nature of church leadership from its theological basis to its

organizational demands. The primary emphasis will be on, but not limited to, church leadership in the local church.

**REL 303. Youth Ministry 3**

This course explores the multiple facets of youth ministry with primary emphasis on youth ministry in a local church.

**REL 308. World Christianity (GS) 3**

This course explores different versions of Christianity around the world. The course also examines the social context, the arts, and the ethical and theological writings of various figures of Christianity in Africa, Asia, Latin and South America, and the Pacific region. *Prerequisites: ENG 101, and ENG 102 or ENG 103.*

**REL 310. Recent Christian Thought 3**

This course concentrates on developments within Christian theology and practice during the 20th century. The course covers liberalism and the reaction of neo-orthodoxy. More recent theologians and theological movements such as liberation, feminist, charismatic, and evangelical theology are also examined. *Prerequisites: ENG 101, and ENG 102 or ENG 103.*

**REL 312/HIS 312. Religion and History of Judaism and Islam (GS) 3**

This course is a study of the political, economic, social, and cultural history of Judaism and Islam and the texts of these beliefs. In addition, this course develops an understanding of the historical similarities and dissimilarities in Judaism and Islam and their relevance for modern America. *Prerequisites: ENG 101, and ENG 102 or ENG 103.*

**REL 317. Christian Ethics (VE) 3**

This course explores selected aspects of the history of Christian ethics. The course also examines ethical issues in the areas of sex, medicine, politics, economics, and the environment. *Prerequisite: ENG 101, and ENG 102 or ENG 103.*

**REL 320. Studies in the Pentateuch 3**

A descriptive and critical analysis of the books of Genesis, Exodus, Leviticus, Numbers, and Deuteronomy (i.e. "The Pentateuch" or "Torah")

as literary expressions of the theological, historical, and cultural views and values of Ancient Israel. *Prerequisites: ENG 101, and ENG 102 or ENG 103.*

**REL 330. Studies in the Synoptic Gospels 3**

This course covers selected stories of Jesus' birth, public ministry, death, and resurrection in Matthew, Mark, and Luke, and introduces students to the interpretation of these gospel traditions from a critical standpoint. *Prerequisites: ENG 101, and ENG 102 or ENG 103.*

**REL 334. Life and Letters of Paul 3**

This course studies the conversion, calling, and ministry of the apostle Paul, with special emphasis on his literary activity and the social roles he played on behalf of the Gentile faith communities. *Prerequisites: ENG 101, and ENG 102 or ENG 103.*

**REL 338. Studies in Johannine Literature 3**

This course explores the Gospel of John and the three epistles of John. Distinctive historical, literary, and theological features of the Johannine literature are considered. *Prerequisites: ENG 101, and ENG 102 or ENG 103.*

**REL 340/HIS 340. History and Religion in South Asia (GS) 3**

This course focuses on the historical development of Hinduism in South Asia. It also covers Hinduism's relationship with wider aspects of South Asian society as well as the relationship of Hinduism to other religions such as Buddhism, Jainism, Sikhism, and Islam. Hinduism's confrontations with modernity are also considered. *Prerequisites: ENG 101, and ENG 102 or ENG 103.*

**REL 380/HIS 380. Religion in America 3**

This course surveys the history of religion in America. While examining the wide variety of religions in the U.S., this course focuses primarily upon various forms of Christianity and their relationships to the surrounding society and culture. *Prerequisites: ENG 101, and ENG 102 or ENG 103.*

**REL 390. Christian Vocation and Service 3**

A holistic analysis of the main sociological variables expressing and contributing to a person's strong sense of calling and mission in life such as vision, passion, gifts, skills, talents, current social needs and challenges, and professional opportunities of service in the church and related ministries in a global society.

**REL 450. Senior Thesis 3**

The student will write a research paper on a religious topic of the student's choice in consultation with his or her advisor. Though optional, the thesis is recommended for students who plan to go to graduate school.

**REL 460. Internship 2-6**

This is a supervised, practical experience in a setting that will help students refine their religious vocation, explore options of service, integrate skills and insights learned in class, and prepare them for a career in the church, the community, or the field of religion. This internship is required for students in the Christian Vocation tracks.

**REL 498. Special Topics in Religion 3**

This course, which explores a topic of contemporary interest to the study of religion, is offered as needed to students with junior or senior standing.

**REL 499. Independent Study in Religion 3**

This course, which involves supervised research on a selected topic, is offered as needed to students with junior or senior standing. *Prerequisite: permission of instructor.*

**RHU – Reinhardt Success Courses****RHU 100. Strategies for Success 3**

This course is designed to help students develop the inner qualities that support making wise choices in their personal and academic lives. Emphasis will be placed on personal responsibility, self-management, employing interdependence, resilience, emotional intelligence, gaining self-awareness, believing in self, and self-motivation.

**RHU 101. Online Learning Seminar 3**

This course is an introduction to learning in the online environment at Reinhardt University. Topics include navigation of the virtual classroom, overview of University departments and procedures, library services, and skills necessary for academic success.

**SCI – Science Courses****SCI 105. Life Science 3**

This course is designed for students with a limited background in biology and will survey the most important concepts, principles, and processes of the biological sciences. Course topics include: cell structure and function, cellular respiration, photosynthesis, genetics, evolution, ecology, microbiology, and biochemistry.

**SCI 395. Field Methodology 1-6**

This course is designed to help students gain a deeper understanding of the methodological and philosophical components of research. As an interdisciplinary, team-taught course, we will be exploring how the scientific methods guides the work of natural and social scientists from a variety of fields. For example, behavioral scientists rely on a variety of methods for making systematic observations regarding social behaviors. This course will provide a firm foundation in observational methods along with considerable practical application. Key topics may include devising coding schemes, training observations, and assessing reliability, as well as recording, representing, and analyzing observational data. The natural and social sciences will also highlight a variety of field methods that can be utilized in a natural setting.

**SOC - Sociology Courses****SOC 105. Introduction to Sociology (BH, LS, GS) 3**

This course surveys modern social organization and the factors that influence the social order. Students begin with the formation of groups and the creation of culture and proceed to an examination of the impact of group association through theoretical and experiential approaches. Topics include the family; group membership; social interaction; stratification; racial, ethnic,

and minority relations; sex-role differences; social control and deviance from social norms; and social institutions.

**SOC 298. Special Topics in Sociology 3**

This course, which explores a topic of contemporary interest to the study of sociology, is offered as needed to students with at least sophomore standing.

**SOC 299. Independent Study in Sociology 3**

This course, which involves supervised research on a selected topic, is offered as needed to students with at least sophomore standing. Prerequisite: permission of instructor.

**SOC 300. Global Social Problems (LS, GS)****3**

This course examines the distinction between individual problems and social problems such as crime, health, drugs, family problems, race and ethnic relations, sexuality, employment and work, urbanization, science and technology, and environmental and population issues in a global context.

**SOC 310. Social Inequality: Class, Race, and Gender (LS, GS)****3**

This course explores the interconnection of inequality and oppression examining classical and contemporary theories of inequality throughout society and within institutions. Included in the course are accounts of inequality from various social positions.

**SOC 320. Race and Ethnic Relations (LS, GS)****3**

This course examines the construction and transformation of race and ethnicity and the conflicts based upon them specifically in the United States with additional applications to various ethnic relations in a global context.

**SOC 330. Gender and Society (LS, GS) 3**

This course examines the construction, transformation, socialization, and maintenance of gender and its use as a means of defining roles and power.

**SOC 340. Marriages and Families (LS, GS)**

3

This course examines the institution of family including issues such as marriage, birth, child rearing, divorce, love, mate-selection, family violence, and its relation to other institutions.

**SOC 345. Parenting Roles: Mothering and Fathering (LS, GS)**

3

This course offers an in-depth examination of mothering and fathering roles and their effects on children. Examination of family forms, social change, and theoretical and methodological debates surrounding mothering and fathering are also covered.

**SOC 350. Deviant Behavior and Social Control (LS, GS)**

3

This course examines social definitions of deviance, deviant behavior, and contemporary explanations for such behavior. Various methods of social control ranging from internal control to criminal justice systems will be examined.

**SOC 360. Principles of Criminal Justice and Criminology (LS)**

3

This introductory course focuses on the scientific study of crime and its measures. The criminal justice system, from policing, public policy, organizational behavior, and the judicial systems, are examined as they relate to criminal behavior.

**SOC 370. Classical Sociological Theory (WC, LS)**

3

This course examines the development of social theory from Durkheim, Marx, Spencer, Weber, and Parsons, among others. Emphasis is placed upon social theories prior to the 1930's.

**SOC 371. Contemporary Sociological Theory (WC, LS)**

3

This course deals with social theories of the 20th century including Symbolic Interaction, Phenomenology, Post-modernism, Post-structuralism, Critical Theory, Feminists Theory, and Rational Choice Theory. *Recommended: SOC 370.*

**SOC 372. Sociological Theory**

3

This course examines the foundations and early development of sociological theory from

Durkheim, Marx, Weber, and Simmel as well as contemporary theories such as symbolic interactionism, phenomenology, postmodernism, and rational choice theory.

**SOC 380. Family Violence (LS, GS)**

3

This is an in-depth examination of violence, such as child abuse, domestic violence and elder violence, surrounding the institution of family. Explored in this course are theories of family violence, prevention programs and the interaction of various institutions with family violence such as the justice system and education.

**SOC 498. Special Topics in Sociology**

3

This course, which explores a topic of contemporary interest to the study of sociology, is offered periodically to students with junior or senior standing.

**SPA - Spanish Courses****SPA 101. Elementary Spanish I (GS)**

3

This course teaches the basics of speaking, listening, reading, and writing. It emphasizes correct Spanish pronunciation, basic conversation skills, and reading texts within a limited vocabulary range. Oral practice, emphasis on sentence patterns, and attention to the fundamental principles of language structure are important course components. *Not open to native speakers of Spanish.*

**SPA 102. Elementary Spanish II (GS)**

3

This course is a continuation of SPA 101, with emphasis on strengthening the reading, writing, speaking, and listening skills of the beginning student. Not open to native speakers of Spanish. *Prerequisite: One year of high school Spanish, SPA 101, or equivalent.*

**SPA 205. Intermediate Spanish I (GS)**

3

This course covers more advanced linguistic patterns and grammatical structures as well as the study of Hispanic civilizations and culture. Continued improvement of speaking skills is also expected. *Prerequisite: Two years of high school Spanish, SPA 102, or equivalent.*

**SPA 206. Intermediate Spanish II (GS) 3**

This course is a continuation of SPA 205. It stresses fluency, vocabulary, and enhanced reading, writing, and listening skills. *Prerequisite: Three years of high school Spanish, SPA 205, or equivalent.*

**SPA 298. Special Topics in Spanish 3**

This course, which explores a topic of contemporary interest to the study of Spanish, is offered as needed. *Prerequisite: SPA 206 or equivalent, and permission of the instructor.*

**SPA 299. Independent Study in Spanish 3**

This course, which involves supervised research on a selected topic, is offered as needed. *Prerequisite: SPA 206 or equivalent, or permission of instructor.*

**SPA 301. Practical Conversation (GS) 3**

This course offers the undergraduate Spanish student the skills to enhance conversational skills through creative use of the Spanish language in realistic settings and common situations. *Prerequisites: SPA 206 or equivalent.*

**SPA 302. Spanish Composition (GS) 3**

Review of grammar and improvement of writing skills in Spanish. *Prerequisites: SPA 206 or equivalent.*

**SPA 310. Spanish for Business (GS) 3**

This course introduces oral and written skills needed for business and trade transactions with Spanish-speaking countries. *Prerequisite: SPA 206 or equivalent.*

**SPA 315. Survey of Spanish Linguistics (GS)****3**

This course surveys Spanish phonology, morphology, syntax, semantics, language history, dialectology, and sociolinguistics. The course will be conducted in Spanish. Most or all of the readings will be in Spanish. All assignments will be presented in Spanish. *Prerequisite: SPA 206 or equivalent.*

**SPA 320. Survey of Spanish Peninsular Literature (GS) 3**

This course surveys Spanish literature from the Middle Ages to the present day with attention to historical and cultural contexts. The course will

be conducted in Spanish. Most or all of the readings will be in Spanish. All assignments will be presented in Spanish. *Prerequisite: SPA 206 or equivalent.*

**SPA 321. Survey of Spanish-American Literature (GS) 3**

This course surveys Spanish-American literature from the discovery of the Americas to the present day with attention to historical and cultural contexts. The course will be conducted in Spanish. Most or all of the readings will be in Spanish. All assignments will be presented in Spanish. *Prerequisite: SPA 206 or equivalent.*

**SPA 325. Spanish Civilization and Culture (GS) 3**

This course will survey the history, fine arts, popular culture, philosophy, politics, and religion of Spain. The course will be conducted in Spanish. Most or all of the readings will be in Spanish. All assignments will be presented in Spanish. *Prerequisite: SPA 206 or equivalent.*

**SPA 326. Spanish-American Civilization and Culture (GS) 3**

This course will survey the history, fine arts, popular culture, philosophy, politics, and religion of Spanish America. The course will be conducted in Spanish. Most or all of the readings will be in Spanish. All assignments will be presented in Spanish. *Prerequisite: SPA 206 or equivalent.*

**SPA 490. Senior Capstone 3**

For this course, the student will present a portfolio of representative work from the cultural praxis and all upper-level classes required for the major (with one research project substantially revised and enlarged to fifteen to twenty pages of double-spaced text) and an original reflective essay. The student will undergo a senior exit interview conducted primarily in Spanish, but also for a time in French. Topics for the interview may include the student's coursework, cultural praxis, portfolio, and career plans. The interview will be conducted by the instructor of record and one other faculty member. *Prerequisite: SPA 206 or equivalent.*

**SPA 498. Special Topics in Spanish 3**

This course, which explores a topic of contemporary interest to the study of Spanish, is offered as needed to students with junior or senior standing. The course will be conducted in Spanish. Most or all of the readings will be in Spanish. All assignments will be presented in Spanish. *Prerequisite: SPA 206 or equivalent.*

**SPA 499. Independent Study in Spanish 3**

This course, which explores a topic of contemporary interest to the study of Spanish, is offered as needed to students with junior or senior standing. The course will be conducted in Spanish. Most or all of the readings will be in Spanish. All assignments will be presented in Spanish. *Prerequisite: SPA 206 or equivalent.*

**SSC - Social Science Courses****SSC 105. Introduction to International Relations 3**

This course is designed to introduce students to the interdisciplinary character of international studies, and to acquaint them with major trends and themes in global affairs today. Students will also acquire knowledge regarding the origins and development of the field, and study key international topics that affect all of our lives. There are four components that will be discussed simultaneously:

- Discipline-based concepts, analytical tools, research theories, and ideologies.
- Region-based information, perspectives, issues, and theories.
- Economic, political, and cultural perspectives on globalization and development.
- Content topics revolving around food, energy, health, security, and the environment.

**SSC 203 Social Science Research Methods 3**

This course introduces students to reading, writing and research for social scientists. It focuses on developing skills essential for conducting successful research including summarizing, critiquing, synthesizing, and analyzing scientific research. Emphasis is given

to report writing such as literature reviews, lab reports, and research articles through practice and examples as well as critical reading. Students will be introduced to the method by which all scientists conduct research and will go through each stage of the research process beginning with hypothesis formation and ending with writing a research design paper. Along the way students will be exposed to the many types of writing in the sciences including annotated bibliographies, components of a scholarly research paper including abstracts, methods sections, results sections, communicating results in tables and figures, and discussion/conclusion sections. *Prerequisite: ENG 101, and ENG 102 or ENG 103.*

**SSC 298. Special Topics in Social Science 1-3**

This course, which explores a topic of contemporary interest to the study of social sciences, is offered as needed.

**SSC 315. Statistics for Social and Behavioral Sciences 3**

The course is designed to train students in a critical area of scientific methodology-analyzing data. Topics include: frequency distributions; central tendency and variability; independent, matched, and repeated measures sample comparisons; simple, factorial, and repeated measures analysis of variance; correlation and regression; nonparametric and binomial analysis; and analysis of ordinal data. *Prerequisites: MAT 102 or higher.*

**SSC 321. Qualitative Research Methods 3**

In this course, students learn both the theoretical rationale and the practical application of research methods such as participant observation in naturalistic settings, in-depth interviewing, document analysis, and focus group studies. Preparation of field notes and interview data, thematic data analysis strategies, and their uses in case studies, program evaluation, and interpretive sociology are explored.

**SSC 325. Survey Design and Analysis 3**

Major objectives of this course are to introduce students to the skills and resources needed to design and conduct a survey. The skills include identifying and developing specific survey

objectives, designing survey studies, sampling respondents, developing reliable and valid self-administered questionnaires, and administering surveys.

**SSC 340. Program Evaluation and Needs Assessment 3**

This course introduces students to the framework of evaluation, the development of plans for formative and summative evaluations, and the data collection tools for implementing evaluation. Students will also explore the role of evaluators, funders, program staff, and stakeholders (powerful and less so) in planning, implementing, and responding to program evaluation.

**SSC 450. Leadership 3**

This course offers students a personal application of scientifically based principles in regard to leadership, followership, and social structures. Students will examine their personal leadership styles. Students will examine the many obstacles to leadership that may develop both internally, interpersonally, and within and throughout various social structures.

The course meets a need to prepare students for positions of leadership and an understanding of the dynamics of social structures and individual agency. The course examines a variety of types of leadership, in a variety of types of structures (for-profit, non-profit, governmental, voluntary associations, etc.) and how one might succeed in these structures.

**SSC 470. Independent Research Project 3**

This practicum is designed to give the student faculty guidance in conducting a research project dealing with a topic in the social sciences. *Prerequisites: Completion of sophomore year and proposal approved by instructor.*

**SSC 490. Social Science Internship 1-12**

A supervised program of study for majors in the Behavioral Sciences requiring hands-on experience in criminal justice, government, clinical, political, or nonprofit organizations. *Prerequisites: Completion of the sophomore year and availability of placement, approved by instructor.*

**SSC 495. Diverse Peoples (GS) 3**

This is a special topics course that examines particular cultures or societies in an attempt to illustrate the differences between the American dominant culture and others either as subcultures within the borders of the United States or cultures outside. The people studied may change for each particular course.

**SSC 498. Special Topics in Social Science 3**

This course, which explores a topic of contemporary interest to the study of social science, is offered as needed.

**SSP - Sport Studies Program Courses**

**SSP 220. Skillful Movement I: Fitness Activities 2**

This course includes skill acquisition and analysis, teaching methods, and strategies in weight training and aerobic activities.

**SSP 221. Skillful Movement II: Individual and Dual Activities 2**

This course includes skill acquisition and analysis, teaching methods, and strategies in badminton, golf, and tennis.

**SSP 222. Skillful Movement III: Team Sports A 2**

This course includes skill acquisition and analysis, teaching methods, and strategies in flag football, soccer, and volleyball.

**SSP 223. Skillful Movement IV: Team Sports B 2**

This course includes skill acquisition and analysis, teaching methods, and strategies in basketball, field and/or floor hockey, and softball.

**SSP 224. Skillful Movement V: Educational Dance, Gymnastics, and Recreational Games 2**

This course includes skill acquisition and analysis, teaching methods, and strategies in educational dance, gymnastics, and cooperative recreational games.



**SSP 225. Introduction to Athletic Training****3**

This course will explore the basic topics and issues pertaining to athletic training as established by the National Athletic Trainers' Association. *No prerequisite.*

**SSP 230. Health and Physical Activity for Education Majors****3**

This course emphasizes content knowledge for health instruction in Grades PreK-5, and appropriate teaching content and practices for movement activities. Required course for all Elementary Education majors.

**SSP 240. Coaching Strategies – Football and Wrestling****3**

This course addresses strategies for coaching football and wrestling, with an emphasis on preparing students to coach at the interscholastic level. Topics include practice design, drills, strategy, terminology, etiquette, equipment, budgeting, and overall program design and leadership. *No prerequisite.*

**SSP 243. Coaching Strategies – Basketball and Volleyball****3**

The purpose of this course is to prepare students to coach basketball and volleyball at the high school and college levels. The course introduces students to all aspects of program leadership, and includes a physical activity component for both sports. Students will be evaluated on their coaching capabilities (not playing skills). *No prerequisite.*

**SSP 245. Coaching Strategies - Baseball and Softball****3**

This course focuses on coaching strategies of baseball and softball. The course can count as a Sport Studies program or general elective. While there is no prerequisite, the course will include physical activity most days; students will provide glove and appropriate footwear.

**SSP 250. History of Sport****3**

This course examines historical aspects of sport from ancient times to the present with an emphasis on 19th and 20th century America. The course also introduces potential career paths within the sport industry and the study of sport as

an academic discipline. *Prerequisites: ENG 101, SSP 260.*

**SSP 255. Sport in American Culture****3**

This course explores the significance of sport in American culture from historical and contemporary perspectives. The course is an option in the Sport Studies Program core in the Sport Foundation and Culture area. *Prerequisite: ENG 101 and SSP 260.*

**SSP 260. Introduction to Kinesiology and Sport Studies****3**

This class is a survey of the discipline of kinesiology and sport studies. The course introduces students to the general characteristics of the discipline, to specific types of professions typically pursued by those graduating from a kinesiology and sport studies program, and assists students in identifying early career decisions. *No prerequisite.*

**SSP 265. Introduction to Athletic Coaching****3**

This course introduces students to athletic coaching at the youth, travel, scholastic, and collegiate levels. There is no prerequisite, although interest in coaching or a solid grounding in sport or athletics is beneficial.

**SSP 298. Special Topics in Sport Studies****1-3**

This course, which explores a topic of contemporary interest to Sport Studies, is offered as needed to students with at least sophomore standing.

**SSP 299. Independent Study in Sport Studies****1-3**

This course, which involves supervised research on a selected topic, is offered as needed to students with at least sophomore standing. *Prerequisite: permission of instructor.*

**SSP 310. Contemporary Health Issues****3**

This course is an examination of the following contemporary health issues: substance use and abuse (including alcohol), communicable and non-communicable disease (including HIV-AIDS and other sexually transmitted diseases), stress and stress management, aging and death, human sexuality (including teen pregnancy and

parenting), and environmental and consumer health topics. This course is designed to be flexible in addressing emerging health concerns. While SSP 310 is a content course, effort will be made to link content to classroom uses for the PreK-12 health instructor. *No prerequisite.*

**SSP 315. Emergency Care and Athletic Injury Prevention 3**

This course addresses basic principles for the prevention, recognition, and care of athletic injuries.

**SSP 320. Tests and Measurements 3**

This course is designed to provide students with an understanding of measurement and evaluation techniques in Health and Physical Education, and fitness and sport-related fields. Class format will consist of lecture, labs, and field experience and requires an extensive cooperative project with a fellow student.

**SSP 325. Principles of Strength and Conditioning 3**

This course addresses the essentials of strength and conditioning including testing, performance, fitness evaluation, and program design. It is appropriate for students interested in pursuing coaching, strength and conditioning certification, or personal fitness training. *No prerequisite.*

**SSP 330. Sport in Contemporary Society 3**

This course analyzes contemporary issues in sport, with particular emphasis on social theories of sport and topics such as gender, media, politics, race, and religion. *Prerequisite: ENG 101, SSP 250, and SSP 260.*

**SSP 333. History of Women in Sport 3**

This course focuses on the role of women in American sport from historical and contemporary perspectives, with an emphasis on history of women in sport since the 1800s. The course can count as a Sport Studies Program or general elective. *No prerequisite.*

**SSP 335. Baseball and American Culture 3**

This course examines baseball as a reflection of American culture, and explores baseball's influence on American society (and society's

impact on the sport) from historical and contemporary perspectives. *No prerequisite.*

**SSP 340. Coaching Principles 3**

This course introduces students to the coaching profession. Emphasis is placed on high school and intercollegiate levels, but attention is also given to youth, recreational, and serious club and travel-level competition. There is no prerequisite, although interest in coaching at one of the above levels, or a solid grounding in sport or athletics is beneficial.

**SSP 350. Sport Administration 3**

This course emphasizes principles of leadership and administration for sport, athletic, and physical education-related programs and organizations. Experiential learning and class trips (none overnight) are integral aspects of the course. This is a required course in the Sport Studies Program (recommended for junior-level Sport Studies majors). **Prerequisite: SSP 250.**

**SSP 360. Sport Facilities and Events 3**

The purpose of this course is to provide students with an introduction to the planning and management of sports facilities and events. The course will focus on elements of planning, design, and management, while examining functions related to maintenance, security, operations, and evaluation. *Prerequisites: SSP 250 and SSP 260.*

**SSP 370. Athletics and Media Relations 3**

This course is an introduction and overview of the field of sport communication with emphasis on intercollegiate athletics. Topics include models of sport communication, print and electronic media, sport advertising, public relations, and media relations. *Prerequisite: SSP 260.*

**SSP 380 . Sport Studies Practicum 3**

This course is designed to provide Sport Studies majors with supervised work experience in a sport-related setting geared to the individual student's career goals. Students will accumulate 150 hours of work experience during the semester. Applications for this practicum experience should be submitted to and approved by the Sport Studies Program Coordinator during

the semester prior to actual enrollment in SSP 380.

**SSP 420. Kinesiology 3**

This course emphasizes the analysis and application of mechanical principles of human movement with emphasis on safe instructional and performance practices.

*Prerequisites: BIO 220 and BIO 221.*

**SSP 430. Exercise Physiology 3**

This course examines physiological responses to exercise and adaptations to training. The course emphasizes the influence of physical activity on health, design of conditioning programs, physical activity in select populations, and conditions. *Prerequisites: BIO 220 and BIO 221.*

**SSP 435. Sport Sales and Promotion 3**

This course provides students the opportunity to analyze and develop skills essential for sales management and promotion as commonly found in the sport business. *Prerequisites: SSP 350, or permission of instructor.*

**SSP 440. Sport Economics 3** This

course covers selected aspects of economics in the sport business industry, including major professional sports and collegiate sports on a global and local scale. *Prerequisites: SSP 250, SSP 260, and SSP 350.*

**SSP 450. Sport Marketing and Research 3**

The course investigates principles and processes in the use of sports for marketing purposes and the use of marketing in sports, with emphasis on research and development, sport promotion, sport sponsorship, advertising, merchandising, and distribution. *Prerequisites: SSP 250 and SSP 260.*

**SSP 460. The Olympics 3**

This course is a cultural and historical overview of the ancient Olympic Games and the modern Olympic Movement, with an emphasis on the history of the modern games. *No prerequisite.*

**SSP 480. Sport Studies Internship 6-12**

This course is an extensive internship for senior-level Sport Studies majors that requires 300-600 hours of work experience in a sport-related setting geared to the individual

student's career goals. Applications for the internship should be submitted to and approved by the Sport Studies Program Coordinator during the semester prior to actual enrollment in SSP 480.

**SSP 498. Special Topics in Sport Studies 1-3**

This course, which explores a topic of contemporary interest to Sport Studies, is offered as needed to students with junior or senior standing.

**SSP 499. Independent Study in Sport Studies**

**1-3**

This course, which involves supervised research on a selected topic, is offered as needed to students with junior or senior standing. *Prerequisite: permission of instructor.*

**THE - Theatre Courses**

*Theatre Lab can only be taken once a year to ensure students participate every year.*

**THE 100. Theatre Lab I 1**

This course will provide the student with first-hand experience with the "behind-the-scenes" workings of production theatre.

**THE 105. Theatre Appreciation (AE) 3**

This course explores the art, history, organization, and artifacts of theatre, and develops the student's knowledge and appreciation of theatre arts through the study of the historic and contemporary elements of drama.

**THE 200. Theatre Lab II 1**

This course will provide the student with first-hand experience with the "behind-the-scenes" workings of production theatre. *Prerequisite: THE 100.*

**THE 205. Play in Production Workshop (AE)**

**1**

This course is for students participating in a theatre production as a production staff member. May be retaken for credit with the instructor's permission.

**THE 206. Play in Performance Workshop (AE) 1**

This course is for students participating in a theatre production as a performer. May be retaken for credit with the instructor's permission.

**THE 215. Introduction to Acting (AE) 3**

This course is designed to provide an introduction into the basics of stage acting. The students will gain basic skills in acting, analyzing, improvisation, visualization, breathing, and relaxation as well as a working vocabulary of theatre terms. Recognizing that the dynamic field of theatre is a useful tool for communicating in any arena, this course also serves as an excellent opportunity for students to sharpen their public speaking skills. This course is primarily for non-majors.

**THE 220. Acting I (AE) 3**

Acting I is a preliminary-level acting course exploring the fundamentals of theatre through voice, movement, and scripted materials. This course is primarily for Theatre majors.

**THE 225. Voice for the Actor I 3**

This course is an introduction to the vocal mechanism used in the production of an effective and flexible voice for the stage. Students will learn the fundamentals of breathing, resonance, projection, and articulation. Vocal technique will be applied to readings, presentations of poetry, and monologues. Students will learn how to do vocal warm-ups, record, memorize, and perform. Theory of voice and speech will be addressed in a text chosen for the course.

**THE 230. Stagecraft 3**

The purpose of this course is to provide students with a fundamental knowledge of stage construction and theatre technology, as well as practical applications of project management and resource coordination. Theatre as an art form requires team effort in which directors, designers, stage managers, actors, stage crew, and others work together to create a final, cohesive product.

**THE 300. Theatre Lab III 1**

This course will provide the student with first-hand experience with the "behind-the-scenes"

workings of production theatre. *Prerequisite: THE 200.*

**THE 315. Advanced Acting 3**

This course will refine the actor's method through extensive contemporary and classical scene and monologue work, as well as audition techniques, deepen the student's understanding of script and character analysis, continue the study of diction and Stanislavski's acting theory begun in THE 215, and compare "method-based" and "technique-based" performance work. *Prerequisite: THE 220.*

**THE 320. Audition Techniques 3**

This course teaches students how to audition for theatre and musical theatre. The course covers techniques for cold reading, interviewing, and auditioning; preparing headshots and resumes; and developing relationships with agents, managers, and unions. *Prerequisite: THE 220.*

**THE 325. Introduction to Directing 3**

This course is an introduction to the techniques and concerns of the stage director, including composition, movement, and temp-rhythm. Script analysis and scene presentation form the core of the course. *Prerequisite: THE 105, THE 205, or THE 206.*

**THE 330. Elements of Theatrical Design 3**

This course will give the student an introduction to various elements of theatrical design, focusing on the drafting and engineering of scenery, lighting, and sound for the stage. *Prerequisite: THE 230.*

**THE 335. Movement for Theatre I 3**

This course is an intermediate movement, alignment, and movement sequencing section, designed for theatre students to rehearse and define movement skills.

**THE 336. Movement for Theatre II 3**

This course is a continuation of the skills learned in THE 335. *Prerequisite: THE 335.*

**THE 337. On-Camera Technique 3**

This course involves an overview of acting styles for on-camera. Styles will include; Industrial film, commercials, television, and feature film.

Students will learn techniques for on-camera acting, tuning their theatre skills for the camera. *Prerequisite: THE 220.*

**THE 340. Stage Combat I 3**

This beginning course teaches students how to create the illusion of violence for stage and screen including basic instruction in Unarmed (feet, fists, punches, kicks, falls, rolls) and in Rapier and Dagger (parries, cuts, thrusts, and more). The emphasis is on safe and realistic violence for the stage.

**THE 355. Voice II 3**

This course is a continuation of the skills learned in THE 225. Concentration of this course will be learning the command of several common American and global dialects. *Prerequisite: THE 225.*

**THE 360. Dramatic Literature 3**

This course provides a comprehensive introduction to dramatic literature. Students explore characteristics of each genre from Greek tragedy to contemporary drama through in-depth play analysis, discussion, and literary criticism.

**THE 400. Theatre Lab IV 1**

This course will provide the student with first-hand experience with the “behind-the-scenes” workings of production theatre. *Prerequisite: THE 300*

**THE 410. Theatre History I 3**

This course follows a fairly strict chronology from antiquity to the 18th century, and is designed to promote critical thinking about the nature and problems of linear, narrative historiography concerned with Theatre.

**THE 411. Theatre History II 3**

This course follows a fairly strict chronology from the late eighteenth century to the present day, and is designed to promote critical thinking about the nature and problems of linear, narrative historiography concerned with Theatre, specifically as it parallels the ascent and decline of the larger cultural movement of “Modernism”. This course investigates the development of, and the interaction between, four approaches to theatre that dominated most of the twentieth

century: popular theatre, psychological realism, subjective theater (culminating in the Theater of Cruelty), and political (epic) theatre. A significant component will address World drama as well. *Prerequisite: THE 410.*

**THE 425. Advanced Directing 3**

This section provides an opportunity for students to exercise their directing skills and offers them more artistic and administrative authority over a larger dramatic project. Its major requirement is the formal production and public presentation of a one-act play. *Prerequisites: THE 105 and THE 325.*

**THE 430. Independent Study in Theatre History 3**

This section involves supervised research and writing on a selected topic dealing with theatre history and/or dramatic literature. *Prerequisites: junior or senior standing, and permission of the professor.*

**THE 431. Special Topics in Technical Theatre 3**

This course provides the student interested in technical theatre the opportunity to further investigate the theories and practices of either scenic, lighting, or sound design. *Prerequisite: THE 330.*

**THE 432. Theatre Internship 3**

This course is designed to provide practical and professional experience for a Theatre Studies major who takes an internship with a recognized professional theatre program or company in which the student is assigned specific tasks in one of the recognized areas of the theatre arts. It may cover areas as diverse as acting, directing, technical design, marketing, musical direction, literary advisement, dramaturge work, and most aspects of the working theatre, and will place the student in a supervised program of study. *Prerequisite: Completion of 24 credit hours of THE courses at the 200-level or above; these courses may be supplemented by subject-appropriate ENG or MUS courses. Faculty member's recommendation or approval required.*

**THE 490. Senior Capstone 3**

This is an independent study project related to a particular area of interest within theatre. It should build upon the individual student's knowledge acquired through course work or significant experiential learning. Working closely with a faculty advisor in planning, students may choose to focus on artistic and/or scholarly themes within the field, and each project will be presented to a general audience.

**THE 498 Special Topics in Theatre 1-3**

This course is offered as needed to students with junior or senior standing and will explore a topic of contemporary interest to theatre.

**WLC - World Languages and Cultures Courses****WLC 198. Special Topics (GS) 3**

An introduction to a major world language and its culture(s) that stresses the acquisition of skills in listening comprehension, reading comprehension, speaking, and writing as well as a knowledge of the cultural products, practices, and perspectives of people who speak this language as their first language. Not open to native speakers of the target language.

**WLC 298. Special Topics (GS) 3**

A continuation of WLC 198 that concentrates on progressive acquisition of both cultural and linguistic skills.



# University Directory 2019-2020

## Board of Trustees

### Officers:

*Chair* **C. Ken White '61**, Dalton, GA  
President, White Capitol Group, LLC

### *Vice Chair* Vacant

*Secretary* **Deborah A. Marlowe**, Atlanta, GA  
Co-managing partner, Fragomen, Del Rey, Bernsen & Loewy, LLP

*Treasurer*, **Lewis A. Cline '91**, Waleska, GA  
Community Exec, Sr. VP, Synovus Bank

*President* **Kina S. Mallard**, Waleska, GA

*Assistant Secretary* **Bonnie H. DeBord**,  
Waleska, GA  
Executive Assistant to the President

### Executive Committee:

**Sharon J. Bartels**, Marietta, GA  
Retired President, Gwinnett Technical College

**Tommy M. Beman**, Alpharetta, GA  
Sr Vice President, McGriff Insurance Services

**John H. Bennett, Jr., '65**, Waleska, GA  
Retired Broiler Manager, Pilgrim's Pride

**Warren R. Calvert**, Norcross, GA  
Retired Senior Assistant Attorney General and Tax Section Chief, Georgia Department of Labor

**Raymon H. Cox**, Rome, GA  
Attorney, Cox Byington Corwin & Twyman

**James K. Hasson Jr.**, Atlanta, GA  
Attorney, Hasson Law Group, LLP

**Ben L. Looper**, Canton, GA  
President/CEO, Southeast Restoration

**Joan U. McFather**, Canton, GA  
Retired Educator

**James B. Mooneyhan '66**, Lawrenceville, GA  
Retired Pastor, The United Methodist Church

### Active Board Members:

**Thomas W. Carter '61**, Loganville, GA  
Owner, Tom Carter Enterprises

**Richard L. Dixon**, Rome, GA  
Owner, East Rome Animal Clinic

**Jeffrey R. Dobson '65**, Knoxville, TN  
President & CEO of Global InterLink Corporation

**Jerome E. Dobson '65**, Knoxville, TN  
Former Professor of Geography, University of Kansas

**L. Austin Flint**, Canton, GA  
Radiologist, Gainesville Imaging, Union General Hospital

**William G. Hasty Jr., '67**, Ball Ground, GA  
Senior Partner and Attorney, Hasty Pope LLP

**Alicia M. Ivey '00**, Atlanta, GA  
President, Goldbergs Concessions  
Corporation

**Phillip M. Landrum III**, Jasper, GA  
Attorney, Landrum & Landrum

**Bryan E. McAllister**, Dalton, GA  
VP Finance, Brown Industries Inc.

**M. Ellen McElyea**, Canton, GA  
Superior Court Judge, Blue Ridge  
Judicial Circuit

**Patience E. Peterson**, Atlanta, GA  
Manager, Project Management,  
LexisNexis Risk Solutions

**A. R. (Rick) Roberts**, Ball Ground, GA  
Retired CFO & Senior VP, Cherokee  
Bank; Mayor, City of Ball Ground

**Nancy G. Simms**, Atlanta, GA  
President, The Varsity, Inc.

**Heather Trotter**, Atlanta, GA  
Vice President, Sales, Coca-Cola North  
America

**James A. Washburn**, Atlanta, GA  
Partner, Troutman Sanders LLP

**Fred J. Weir III**, Cumming, GA  
President & CEO, Meadowbrook  
Restaurant Co. Inc., dba Zaxby's

**Kevin Williams**, Canton, GA  
Owner/Operator, Chick-fil-A  
Restaurants, Canton

**Leave of Absence:**

**Donald A. Hausfeld**, Roswell, GA  
President, The Landon Group, Inc.

**Gin D. Miller**, Woodstock, GA  
Owner/President, Gin Miller  
Productions

**Emeritus Board Members:**

**Robert E. Byrd**, Atlanta, GA  
Senior Director, Communications,  
Assurant Specialty Property

**Charles Cobb, Jr.**, Atlanta, GA  
Attorney & Broker, Charles Cobb  
Properties

**G. Dennis Harris, Jr. '58**, Rydal, GA  
Retired President, North Brothers  
Company

**The Hon. Joe Frank Harris**, Cartersville, GA  
Former Governor of Georgia

**Lynn H. Johnston**, Atlanta, GA  
Retired Chairman and CEO, Life  
Insurance Company of Georgia

**Hugh Peterson, Jr.**, Atlanta, GA  
Chairman & CEO, VNS Corporation

**Marion T. Pope, Jr.**, Canton, GA  
Retired Judge; Georgia Court of  
Appeals

**Randall O. Porter '96H**, Alpharetta, GA  
Retired Owner & President, Fulton  
Concrete

**Gary C. Waddell '68**, Roswell, GA  
Retired Partner, Waddell Smith CPAs

**Ex-Officio:**

**Jerry T. Cooper**, Roswell, GA  
Chair, President's Advisory Council

**Tim Emmett**, Waleska, GA  
Pastor, Waleska United Methodist  
Church

**Janice Lanier Fuller '69**, Canton, GA  
President, Reinhardt Alumni Board of  
Governors

**Sue Hauptert-Johnson**, Norcross, GA  
Bishop, North Georgia Conference, The  
United Methodist Church



**C.R. Hill Jr.**, Canton, GA  
President, Reinhardt Ministerial  
Association; Retired Pastor, The United  
Methodist Church

**Kina S. Mallard**, Waleska, GA  
President, Reinhardt University

**Michael McCord**, Carrollton, GA  
Exec. Dir., GA UM Commission on HE  
& Ministry (Bishop's representative)

**Kenny Ott**, Canton, GA  
Senior Pastor, Canton First UMC

**Terry E. Walton**, Kennesaw, GA  
Atlanta-Marietta District  
Superintendent, The United Methodist  
Church

## Alumni Board of Governors

### Officers:

*President* **Janice Lanier Fuller '69**, Canton

*Vice President* **Amy Saxon Belcher '99**,  
Birmingham, AL

*Secretary*

*Immediate Past President* **Susan Moore Pinson  
'04**, Atlanta

### Members:

**Susan M. Buice '77**, Canton

**Letitia Cline '83**, Canton

**Edna Smith Cook '75**, Waleska

**Luke Daniel '15**, Cartersville

**Benjamin L. Garrett '92**, Opelika, AL

**Hampton L. Hale '96**, Woodstock

**Sue Hart Hightower '84**, Canton

**Jeff Hollis '89**, Chattanooga, TN

**Katie Purcell '17**, Cumming

**Beth Pullias '10**, Woodstock

**Jennifer DeBord Reynolds '04**, Canton

**W. Kevin Roberts '92**, Cartersville

**John M. Sullivan '89**, Marietta

## Ministerial Association

### Officers and Committee Chairs:

*President*, **Dr. C. R. Hill Jr.**, Canton

*Immediate Past President*, **Dr. Ron Flowers**,  
Jasper

*Campus Pastor*, **Rev. Jamie Hudgins**, Waleska

*Waleska UMC Pastor*, **Rev. Tim Emmett**,  
Waleska

*Ministerial Golf Outing Chair*, **Rev. David  
Melton**, Dunwoody

*Annual Honoree Program*, **Dr. James B.  
Mooneyhan '66**, Lawrenceville

*Atlanta/Marietta District Superintendent*,  
**Dr. Terry E. Walton**, Kennesaw



# Administration and Faculty Directory

## Executive Leadership Team

### **Kina S. Mallard**, *President*

B.S., Middle Tennessee State University; M.A., Ph.D., University of Tennessee at Knoxville

### **Mark A. Roberts**, *Provost*

B.S., M.A., Middle Tennessee State University; Ph.D., Union Institute and University

### **Bonnie H. DeBord**, *Executive Assistant to the President and Assistant Secretary to the Board of Trustees*

### **Julie C. Fleming**, *Vice President for Enrollment Management*

B.A., Wofford College; M.Ed., University of South Carolina

### **Walter P. May**, *Dean of Students*

B.A., Millsaps College; M.A., University of Mississippi; Ph.D., Georgia State University

### **Stephanie R. Owens**, *Chief Financial Officer*

M.A.C.C., Shorter University

### **William C. (Bill) Popp**, *Vice President for Athletics and Athletic Director*

B.S., Kennesaw State University

## Faculty

### **Adetunji A. Adesesan**, *Assistant Professor of Education, Price School of Education – Academic Support Office*

B.Ed., M.Ed. (Special Education), University of Ibadan

**Matthew M. Anderson**, *Assistant Professor of Music, School of Performing Arts*  
B.M., Georgia State University; M.M., D.M.A. (Music), University of Georgia

**Melissa T. Arasi**, *Assistant Professor of Music, School of Performing Arts*  
B.M., Shorter College; M.M., Ph.D. (Choral Music and Leadership), Georgia State University

**Theresa L. Ast**, *Professor of History and Interdisciplinary Studies, School of Arts and Humanities*  
B.A., Kennesaw State University; M.A., Ph.D. (History), Emory University

**Nadine M. Basta**, *Assistant Professor of Mathematics, School of Mathematics and Sciences*  
B.S., M.S. (Computer Science), Alexandria University

**Reverie M. Berger**, *Assistant Professor of Music, School of Performing Arts*  
M.M., Manhattan School of Music; B.M., D.M.A. (Musical Performance), University of Michigan

**Glynis D. Blackard**, *School Dean and Associate Professor of Nursing, Cauble School of Nursing and Health Sciences*  
R.N., Baptist Memorial Hospital School of Nursing; B.S., M.S., Union University; Ph.D. (Nursing Leadership and Education), William Carey University

**Peter J. Bromstad**, *Instructor of Accounting, McCamish School of Business and Sport Studies*

B.S., Reinhardt College; M.B.A. (Business Administration), Kennesaw State University

**Cheryl L. Brown**, *Professor of Sociology, School of Mathematics and Sciences*  
B.A., Agnes Scott College; M.A., Ph.D. (Sociology), Georgia State University

**Shawn A. Brown**, *Professor of Elementary Education, Price School of Education*  
B.S., M.S., Florida Agricultural and Mechanical University; Ph.D. (Elementary Education), Florida State University

**E. Diane Cagle**, *Assistant Professor of Business, McCamish School of Business and Sport Studies*  
A.S., B.S., Reinhardt College; M.B.A. (Business Administration), Troy University

**Charles L. Campbell**, *Assistant Professor of Business, McCamish School of Business and Sport Studies*  
B.S., LA Tech University; M.B.A., D.B.A. (Business), University of Phoenix

**Lynda G. Chisholm**, *Assistant Professor of Elementary Education, Price School of Education*  
B.S., M.Ed., West Georgia College; Ed.S., Georgia State University; Ed.D. (Curriculum and Instruction), Liberty University

**N. Mason Conklin**, *Assistant Professor of Music, School of Performing Arts*  
B.M., M.M., Baylor University; Ph.D. (Music Education), University of Oklahoma

**Anthony D. Daniel**, *Associate Professor of Business, McCamish School of Business and Sport Studies*

A.S. Floyd College; B.S., Kennesaw State University; M.P.A., Jacksonville State University; Ph.D. (Management), Walden University

**Aliya Donnell Davenport**, *Assistant Professor of Biology, School of Mathematics and Sciences*

B.S., Florida A&M University; M.S., North Carolina State University; Ph.D. (Plant Biology), Ohio University

**James B. Davis**, *Associate Professor of Art, School of Arts and Humanities*  
B.A., Carson-Newman College; M.F.A. (Visual Arts), University of North Carolina at Greensboro

**Lester W. Drawdy III**, *Dean and Assistant Professor of Criminal Justice, School of Professional Studies*

A.A., Coastal Georgia Community College; B.S., Armstrong State University; M.Ed. (Criminal Justice), Troy State University

**Catherine B. Emanuel**, *Associate Professor of English, School of Arts and Humanities*  
B.A., Winthrop University; M.A., North Appalachian State University; Ph.D. (English), University of Tennessee

**Joy A. Farmer**, *Professor of English, School of Arts and Humanities*

B.A., Agnes Scott College; M.A., Ph.D. (English), University of Virginia

**Zachary I. Felix**, *Associate Professor of Biology, School of Mathematics and Sciences*

A.A.S., State University of New York College of Agriculture and Technology at Cobleskill; B.S., State University of New York College of Environmental Science and Forestry; M.S., Marshall University; Ph.D. (Plant and Soil Science), Alabama A&M University

**J. Chris Findley**, *Assistant Professor of Criminal Justice and Public Administration, School of Professional Studies*  
B.S., Georgia College; M.A., National University; Ph.D. (Public Safety with Specialization in Criminal Justice), Capella University

**Fred A. Fortunato**, *Professor of Chemistry, School of Mathematics and Sciences*  
B.S., Youngstown State University; M.S.E., Ph.D. (Chemical Engineering), Purdue University

**A. Wayne Glowka**, *School Dean and Professor of English, School of Arts and Humanities*  
B.A., M.A., University of Texas at Austin; Ph.D. (English), University of Delaware

**SimonPeter Gomez**, *Associate Professor of Political Science, School of Mathematics and Sciences*  
B.A., Bridgewater College; Ph.D. (Political Science), State University of New York at Binghamton

**Anne M. Good**, *Associate Professor of History, School of Arts and Humanities*  
B.A., St. Louis University; M.A., Ph.D. (History), University of Minnesota

**Jonathan Good**, *Professor of History, School of Arts and Humanities*  
A.B., Dartmouth College; M.A., University of Toronto; Ph.D. (History), University of Minnesota

**Donald G. Gregory**, *Professor of Sociology, School of Mathematics and Sciences*  
B.A., Milligan College; M.Div., Candler School of Theology at Emory University; Ph.D. (Sociology), Georgia State University

**Dana L. Hall**, *Associate Professor of Business, McCamish School of Business and Sport Studies*  
B.A., Texas Tech University; M.B.A., University of Louisville; Ph.D. (Communication Studies), University of Kansas

**L. Michelle Harlow**, *Associate Professor of English, School of Arts and Humanities*  
B.A., University of Oklahoma; M.Ed. (English), Central State University; M.F.A., (Screenwriting), Hollins University

**Jacob P. Harney**, *School Dean and Professor of Biology, School of Mathematics and Sciences*  
B.S., University of Connecticut; M.S., Ph.D. (Animal Science – Reproductive Psychology), University of Florida

**Karen B. Hawley**, *Assistant Professor of Elementary Education, Price School of Education*  
A.B., Ed.S., Piedmont College; M.Ed., M.Ed. (Early Childhood Education), University of North Georgia; Ed.S., West Georgia College

**Melissa S. Hickman**, *Associate Professor of Accounting, McCamish School of Business and Sport Studies*  
B.B.A., Shorter College; M.B.A., Kennesaw State University; D.B.A. (Accounting), Nova Southeastern University

**Kelly R. Horton**, *Instructor of Sport Studies and Physical Education, McCamish School of Business and Sport Studies*  
B.S., M.S.Ed. (Human Exercise Science), Auburn University

**Judith R. Irvine**, *Assistant Professor of English, School of Arts and Humanities*  
B.A., Kennesaw State University; M.A., Ph.D. (English Literature), Georgia State University

**Graham P. Johnson**, *Associate Professor of English, School of Arts and Humanities*  
B.A., University of British Columbia;  
M.A., University of Toronto; Ph.D.  
(English), Saint Louis University

**Daniel O. Kirk**, *Assistant Professor of Music, School of Performing Arts*  
B.S., Missouri Western State University;  
M.M., Northwestern University; D.M.A.  
(Wind Conducting), Michigan State  
University

**Joel C. Langford**, *Director of the Library*  
B.A., Birmingham Southern College;  
M.Ln. (Librarianship), Emory  
University

**Lydia E. Laucella**, *Assistant Professor of Education and Instructional Design, Price School of Education*  
B.A., M.Ed., Georgia State University

**Donna Coffey Little**, *Professor of English, School of Arts and Humanities*  
B.A., College of William and Mary;  
M.A., University of North Carolina at  
Chapel Hill; M.F.A., Pine Manor  
College; Ph.D. (English), University of  
Virginia

**Kina S. Mallard**, *Professor of Communication*  
B.S., Middle Tennessee State  
University; M.A., Ph.D.  
(Communication), University of  
Tennessee at Knoxville

**Joshua K. Marsh**, *Assistant Professor of Communication, School of Arts and Humanities*  
B.A., M.F.A., Ph.D. (Theatre and  
Performance Studies), University of  
Georgia

**Nancy J. Marsh**, *Dean and Assistant Professor of Elementary Education, Price School of Education*  
B.A., Ed.D. (School Improvement),  
West Georgia College; M.A., Ed.S.,  
Georgia State University;

**Aquiles E. Martinez**, *Professor of Religion, School of Arts and Humanities*  
M.A., Trinity Evangelical Divinity  
School; M.A.T.S., Northern Baptist  
Theological Seminary; Ph.D. (Religious  
Studies and Theological Studies),  
University of Denver/The Iliff School of  
Theology

**Amy P. McGee**, *Associate Librarian*  
B.A., Oglethorpe University; M.L.I.S.,  
University of North Texas; M.F.A.  
(Creative Writing), Reinhardt University

**Robin C. McNally**, *Assistant Professor of Mathematics, School of Mathematics and Sciences - Academic Support Office*  
B.S., Shepherd College; M.S.  
(Administrative Management),  
Wilmington College

**Kimberly S. Michael**, *Assistant Professor of Nursing, Cauble School of Nursing and Health Sciences*  
B.S.N., Ohio State University; M.S.N.  
(Nursing), Keiser University

**G. David Moore**, *Assistant Professor of Physics, School of Mathematics and Sciences*  
B.S., M.S., University of Missouri at  
Kansas City; Ph.D. (Physics), University  
of Missouri at Columbia

**Linda J. Morgan**, *Associate Professor of Nursing, Cauble School of Nursing and Health Sciences*  
A.N., Darton College; B.S.N., M.S.N.,  
Chamberlain College of Nursing; Ph.D.  
(Nursing), Mercer University

**Margaret M. Morlier**, *Professor of English, School of Arts and Humanities*  
B.A., M.A., University of New Orleans;  
Ph.D. (English), University of  
Tennessee

**Cynthia A. Moss**, *Instructor of Business, McCamish School of Business and Sport Studies*

A.A.S., Reinhardt College; B.S., National-Louis University; M.B.A. (Business Administration and Leadership Development), Brenau University

**T. Brett Mullinix**, *Assistant Professor of Art, School of Arts and Humanities*  
B.F.A., M.F.A. (Visual Arts), University of North Carolina at Greensboro

**Joseph W. Mullins '02**, *Associate Professor of Sport Studies, McCamish School of Business and Sport Studies*  
B.S., Reinhardt College; M.S. (Sports and Leisure Studies), University of Tennessee; Ph.D. (Leadership, Specialization in Sport Management/Administration), Concordia University Chicago

**Krista R. Mullins**, *Instructor of Sport Studies, McCamish School of Business and Sport Studies*  
A.S., South College; B.A., Midland College; M.S. (Sport and Leisure Studies), University of Tennessee

**Maureen Newton**, *Assistant Professor of Nursing, Cauble School of Nursing and Health Sciences*  
B.S.N., Minnesota State University, M.S.N., Emory University

**David S. Nisbet**, *Associate Professor of Theatre, School of Performing Arts*  
B.A., Millikin University; M.F.A. (Theatre), Illinois State University

**Brian S. Osborne**, *Assistant Professor of Music, School of Performing Arts*  
B.M., University of Georgia; M.M., Florida State University; M.M. (Voice Performance), University of Tennessee

**Kimberly N. Parker**, *Assistant Professor of Nursing, Cauble School of Nursing and Health Sciences*

B.S.N., Georgia Baptist College of Nursing; M.S.N. (Public Health Nursing), Emory University

**Charla R. Peoples**, *Assistant Professor of Nursing, Cauble School of Nursing and Health Sciences*

A.D., Jones County College; B.S.N., M.S.N.Ed. (Nursing Education), Western Governors University

**C. Keith Ray**, *Lecturer of Biology, School of Mathematics and Sciences*

B.S., Reinhardt College; M.S. (Biological Sciences), Auburn University

**Mark A. Roberts**, *Professor of English*  
B.S., M.A., Middle Tennessee State University; Ph.D. (Interdisciplinary Studies), Union Institute and University

**Charity J. Robertson**, *Instructor of Biology, Academic Coach of Sciences, ASO*  
B.A., Huntingdon College; M.S. (Plant Pathology), University of Georgia; M.A.T. (Secondary Science Education), Piedmont College

**Mellanie L. Robinson**, *Associate Professor of Elementary Education, Price School of Education*

B.B.A., University of Georgia; M.Ed., Fort Valley State University; Ed.D. (Childhood and Youth Studies), Nova Southeastern University

**Rebecca Ann Salter**, *Associate Professor of Music – Applied Voice, School of Performing Arts*

B.M., M.M., Oklahoma City University; D.M.A. (Vocal Performance), University of Oklahoma

**Irma M. Santoro**, *Associate Professor of Biology, School of Mathematics and Sciences*  
B.S., John Carroll University; Ph.D. (Molecular Genetics, Biochemistry and Microbiology), University of Cincinnati, College of Medicine

**Danielle A. Satre**, *Associate Professor of Biology, School of Mathematics and Sciences*  
B.S., M.S., Ph.D. (Biology), University of Louisville

**Anne C. Schantz**, *Associate Professor of Music, School of Performing Arts*  
B.S., Southern Nazarene University; M.M., University of Oklahoma; D.M.A. (Performance), University of North Texas

**Cory N. Schantz**, *Assistant Professor of Music – Voice, School of Performing Arts*  
B.M., Oklahoma Baptist University; M.M., Austin Peay State University; D.M.A. (Vocal Performance), University of Oklahoma

**Martha P. Shaw**, *Professor of Music, School of Performing Arts*  
B.M., Shorter College; M.S., University of Tennessee; D.M.A. (Conducting), University of South Carolina

**Elizabeth A. Smith**, *Assistant Professor of Mathematics, School of Mathematics and Sciences*  
B.A., State University of New York at Geneseo; M.S. (Instructional Technology), Georgia State University

**M. Katrina Smith**, *Associate Professor of Psychology, School of Mathematics and Sciences*  
B.S., M.S., University of Tennessee at Chattanooga; Ph.D. (Developmental Psychology), Georgia State University

**Tamara J. Smith**, *Assistant Professor of Elementary Education, Price School of Education*  
A.S., Reinhardt College; B.S., University of Georgia; M.Ed., Jacksonville State University; Ed.S. (Education), Lincoln Memorial University

**Francesco Strazzullo**, *Associate Professor of Mathematics, School of Mathematics and Sciences*  
M.S., University of Studies in Naples; Ph.D. (Mathematical Sciences), Utah State University

**Jennifer F. Summey**, *Assistant Professor of Spanish, School of Arts and Humanities*  
B.A., M.A., Auburn University; Ph.D. (Romance Languages), University of Georgia

**Fredrick A. Tarrant**, *School Dean and Professor of Music, School of Performing Arts*  
B.M., M.M., Baylor University; Ph.D. (Musicology), Indiana University

**Philip J. Unger**, *Assistant Professor of History and Healthcare Administration, School of Professional Studies*  
B.A., M.B.A., University of California at Los Angeles; M.A. (Education), San Francisco State University.

**William J. Walsh**, *Assistant Professor of Creative Writing, School of Arts and Humanities*  
B.A., Georgia State University; M.F.A. (Creative Writing), Vermont College

**Alexander M. Wasserman**, *Assistant Professor of Music, School of Performing Arts*  
B.M., University of South Carolina; M.M., D.M.A. (Piano), Cleveland Institute of Music

**Kenneth H. Wheeler**, *Professor of History, School of Arts and Humanities*  
A.B., Earlham College; M.A., Ph.D. (History), Ohio State University

**Tammy L. Williams**, *Assistant Professor of Nursing, Cauble School of Nursing and Health Sciences*  
A.D.N., Georgia Southwestern State University; M.S.N. (Nursing Education), Aspen University

**Pamela S. Wilson**, *Professor of Communication, School of Arts and Humanities*  
B.A., Bryn Mawr College; M.A., University of Texas; M.A., University of North Carolina at Chapel Hill; Ph.D. (Communication Arts), University of Wisconsin

**Misty G. Wright**, *Assistant Professor of Nursing, Cauble School of Nursing and Health Sciences*  
B.S.N., Auburn University; M.S.N. (Nursing Education), University of West Georgia

**Kimberlin Zelinsky**, *Assistant Professor of Nursing, Cauble School of Nursing and Health Sciences*  
B.A., Asbury College; B.S.N., University of Kentucky; M.S.N., (Nursing Education) Ferris State University

## **Emeritus**

**Alan D. Allen**, *Professor Emeritus*  
B.A., Texas Christian University; M.A.T., Harvard University; Ph.D., Peabody College of Vanderbilt University

**Floyd A. Falany**, *President Emeritus*  
B.S., Florida State University; M.Ed., Ed.D., University of Georgia

**J. Thomas Isherwood**, *President Emeritus*  
B.A., University of South Florida; M.S., University of Tennessee; Ed.D., Vanderbilt University

**Noel G. Powell**, *Professor Emeritus*  
B.S., M.S., Ph.D., University of North Dakota

**Thelma H. Rogers**, *Professor Emeritus*  
B.S., Carson-Newman College; M.Ed., University of Georgia

## **Faculty Senate Officers 2019-2020**

**Dana L. Hall**, *Chair*  
B.A., Texas Tech University; M.B.A., University of Louisville; Ph.D. (Communication Studies), University of Kansas

**Martha P. Shaw**, *Vice Chair*  
B.M., Shorter College; M.S., University of Tennessee; D.M.A. (Conducting), University of South Carolina

**Jonathan Good**, *Secretary*  
A.B., Dartmouth College; M.A., University of Toronto; Ph.D. (History), University of Minnesota

**Reverie M. Berger**, *Parliamentarian*  
M.M., Manhattan School of Music; B.M., D.M.A. (Musical Performance), University of Michigan





# Administrators and Staff

## Office of the President

**Kina S. Mallard**, *President*

B.S., Middle Tennessee State University; M.A., Ph.D., University of Tennessee at Knoxville

**Bonnie H. DeBord**, *Executive Assistant to the President and Assistant Secretary to the Board of Trustees*

**Karen W. Douglas**, *Executive Assistant to the President (effective 7/1/2020)*

B.F.A., University of Georgia

**Tish Szymurski**, *P/T Assistant to the President for Special Projects*

B.S., Penn State University; M.Ed., Widener University; Ed.D., University of Delaware

## Office of the Provost

**Mark A. Roberts**, *Provost*

B.S., M.A., Middle Tennessee State University; Ph.D., Union Institute and University

**Angela D. Pharr**, *Executive Assistant to the Provost*

**Jacob P. Harney**, *Associate Provost of Academics*

B.S., University of Connecticut; M.S., Ph.D., University of Florida

**Margaret M. Morlier**, *Associate Dean of Academic Services and Graduate Studies*

B.A., M.A., University of New Orleans; Ph.D., University of Tennessee

**Rebecca L. Ambrose CNM**, *Clinical Coordinator, Cauble School of Nursing and Health Sciences*

B.S.N., Emory University; M.S.N., Case Western Reserve University

**Ashley S. Calicchia '15**, *Administrative Assistant for Arts and Humanities and Graduate Studies*

B.A., Reinhardt University; M.F.A., Vermont College of Fine Arts

**Donna M. Fowler '02**, *Administrative Assistant for Cauble School of Nursing and Health Sciences*

B.A., Reinhardt College; M.S., Drexel University

**Thea C. Grimaldo**, *PSOE Administrative Coordinator*

B.S., University of Phoenix

**Nydia S. Patrick**, *Administrative Assistant to the Associate Provost of Academics and Dean of Mathematics & Sciences*

## Black Box Theater

**Morgan M. Brooks**, *Theatre Technical and Operations Manager*

B.A., Rhodes College; M.A., Savannah College of Art and Design

## Center for Innovative Teaching and Engaged Learning (CITEL)

**N. Mason Conklin**, *Director of the Center for Innovative Teaching and Engaged Learning*

B.M., M.M., Baylor University; Ph.D. (Music Education), University of Oklahoma

**Lydia E. Laucella**, *Assistant Director of the Center for Innovative Teaching and Engaged Learning*

B.A., M.Ed., Georgia State University

### **Center for Student Success**

**Catherine B. Emanuel**, *Director of the Center for Student Success*

B.A., Winthrop University; M.A., Appalachian State University; Ph.D., University of Tennessee

### **Academic Support Office**

**Adetunji A. Adesesan**, *Director of the Academic Support Office*

B.Ed., M.Ed., University of Ibadan

**Robin C. McNally**, *Assistant Professor of Mathematics*,

B.S., Shepherd College; M.S., Wilmington College

**Charity Robertson**, *Instructor of Biology, Academic Coach of Sciences*

B.A., Huntingdon College; M.S., University of Georgia; M.A.T., Piedmont College

### **Falany Performing Arts Center**

**Jessica C. Akers '11**, *Director of the Falany Performing Arts Center*

B.A., Reinhardt College; M.B.A., Reinhardt University

**Amy L. Baker**, *Administrative Assistant*

**Will D. Brooks**, *Technical Director*

### **F. James and Florrie G. Funk Heritage Center**

**W. Jeff Bishop**, *Director of the Funk Heritage Center*

A.B.J., University of Georgia; M.A., University of West Georgia

**Gail M. Boyd**, *P/T Museum Assistant*

B.S. Armstrong Atlantic State University

**Riki L. Poarch '03**, *Programs and Education Coordinator*

B.S., Reinhardt College

**Barbara P. Starr**, *Administrative Assistant*

**Helen Walker**, *P/T Weekend Museum Manager/Store Cashier*

### **Graduate Studies**

**Margaret M. Morlier**, *Associate Dean of Academic Services and Graduate Studies*

B.A., M.A., University of New Orleans; Ph.D., University of Tennessee

**Ashley S. Calicchia '15**, *Administrative Assistant for Arts and Humanities and Graduate Studies*

B.A., Reinhardt University; M.F.A., Vermont College of Fine Arts

### **Institutional Research and Effectiveness**

**Justin A. Mitchell '02**, *Director of Institutional Research and Effectiveness*

B.S., Reinhardt College; M.B.A., Shorter College

### **The Hill Freeman Library and Spruill Learning Center (HFL – SLC)**

**Joel C. Langford**, *Director of Library Services*

B.A., Birmingham Southern College; M.Ln. (Librarianship), Emory University

**T. Drew Childers '10**, *Library Assistant*

B.A., Reinhardt College

**Becki Goodwin '08**, *P/T Library Assistant*

B.S., Reinhardt College

**Amy P. McGee '18**, *Associate Librarian – Technical Services*

B.A., Oglethorpe University; M.L.I.S., University of North Texas; M.F.A., Reinhardt University

**Stephanie Olsen**, *Library Assistant II*

**Jamie T. Thomas '11**, *P/T Library Assistant*  
B.A., Reinhardt University

## **Public Safety Institute/Police Academy**

**Lester W. Drawdy, III**, *Director of the Police Academy*

A.A., Coastal Georgia Community College; B.S., Armstrong State University; M.Ed., Troy State University

**J. Chris Findley**, *Assistant Police Academy Director*

B.S., Georgia College; M.A., National University; Ph.D., Capella University

## **Registrar**

**Janet M. Rodning**, *Registrar*

B.A., Concordia College; M.Ed., Georgia State University

**Crystal D. Bell**, *Records and Registration Administrator*

A.A.T., A.A.T., Appalachian Technical College; B.S., DeVry University

**Cynde L. Frederick**, *Online & Adult Records and Registration Administrator*

B.S., Indiana University, Bloomington

**Elizabeth I. Garrett**, *Processor and Administrative Assistant*

B.A., University of the South

**D. Eric Graham, Jr.**, *Records and Registration Administrator*

B.A., Berry College; M.Ed., University of South Carolina

## **Office of Student Affairs**

**Walter P. May**, *Dean of Students*

B.A., Millsaps College; M.A., University of Mississippi; Ph.D., Georgia State University

**Michelle Ingram**, *Administrative Assistant to the Dean of Students*

A.A., Orange Coast College; B.A., University of Southern California

**Jamie M. Johnston**, *Assistant Dean of Students*  
M.Ed., University of Wisconsin – LaCrosse

**Sloane Day**, *Coordinator of Student Programming*

B.A., M.A., Piedmont College

**Ian M. Schumacher '19**, *Graduate Assistant – Student Affairs*

B.S., Reinhardt University

**Dominique D. Xiong '19**, *Graduate Assistant – Student Affairs*

B.M.E., Reinhardt University

## **The Norman W. Paschall Office of Campus Ministry**

**James T. Hudgins**, *Campus Pastor*

B.S., Georgia Institute of Technology; M.Div., Asbury Theological Seminary

## **Counseling Services**

**Adam C. Powell**, *Counselor*

B.B.A., James Madison University; M.A., University of North Carolina – Charlotte

**Kristy M. Hough**, *P/T Nurse*

R.N., Pasco Hernando State College

## **Vocation and Career Services**

**Karen W. Mathews**, *Director of Vocation and Career Services*

B.S., Covenant College

## **Public Safety**

**James R. Duncan '13**, *Director of Public Safety*

B.A., Reinhardt University; M.P.A., Anna Maria College.

**Rhonda F. Kelley**, *Assistant Director of Public Safety Operations*

A.A.T., Chattahoochee Technical College

**Jonathan Flores '19**, *Public Safety Officer*

A.S., Reinhardt University

**Brandon T. Harper**, *Public Safety Officer*

**Marcus B. Lamb**, *Public Safety Officer*

**Stella D. Vasquez**, *Public Safety Officer*

**Paul L. Wood**, *P/T Public Safety Officer*

## Residence Life

**Jeanne A. Sevigny**, *Director of Residence Life*

B.A., M.A., Salve Regina University

**Aerial L. Harrell**, *Area Coordinator*

A.S., Walter State Community College;  
B.S., M.Ed., East Tennessee State University

## Office of Finance and Administration

**Stephanie R. Owens**, *Chief Financial Officer*

M.A.C.C., Shorter University

**Amy M. King '92**, *Executive Administrative Assistant to the Chief Financial Officer*

A.A., Reinhardt College; B.B.A., North Georgia College

## Business Office

**Debbie C. Walker**, *Controller*

MAC, Georgia Southern University

**Robin Blackwell**, *Student Accounts Coordinator*

**Donna M. Escalada**, *Senior Treasury/Investment Analyst*

**Karey M. Schrock**, *Accounts Payable Coordinator*

## Human Resources

**Kristy L. Starling PHR, SHRM-CP**, *Director of Human Resources*

B.S.B.A., Shorter College

**Aimee C. Castro**, *Payroll & Benefits Administrator*

B.S., West Georgia University

## Physical Plant

**Jeff Dale**, *Director of Facilities Management*

**M. Ray Abernathy**, *Grounds*

**Felicia Anderson**, *Custodian*

**Cord Carson**, *Grounds Supervisor*

**Stephen Cloer**, *Grounds*

**Whittnay Chambers**, *Custodian*

**Chris Darnell**, *Custodian*

**Barbara Eubanks**, *Custodian*

**Daniel Eubanks**, *Facilities Set Up*

**F. Marvin Gibson**, *Maintenance*

**Donna Johnson**, *Lead Custodian*

**Kimberly Kelley**, *Custodian*

**Joy M. Klein**, *Work Controller*

B.S., Georgia State University

**Kevin S. Lewis '02**, *Maintenance*

B.A., Reinhardt College

**Ray F. Marshall**, *Maintenance*

**Taylor Mewborn**, *Custodian*

**Trudy L. Moran**, *Custodial Supervisor*

**John F. Padgett**, *Maintenance*

**Maritza G. Pivaral**, *Custodian*

**Joe D. Skibo**, *Maintenance Supervisor*

**Nancy Waters**, *Grounds*

**Zach M. White '96**, *Grounds*

A.A., Reinhardt College; B.S.,  
University of Georgia

## Information Technology

**Jonathan Hardeman**, *OculusIT Director of IT*

**Manya R. Elliott**, *Database Systems  
Administrator*

B.S., Spelman College

**Russ E. Randall**, *Helpdesk/PC Support  
Technician*

**Logan C. Witherow '18**, *IT Support Specialist*  
B.S., Reinhardt University

## Office of Advancement

**Kathryn A. Bouyett '19**, *Administrative  
Assistant for Advancement Office and  
Events Planner*

A.A., Reinhardt University

**Lori M. Jones**, *P/T Coordinator of Special  
Projects and Grants*

B.B.A., University of West Georgia

**Janna M. Moore '04**, *Coordinator of  
Development Services and Stewardship*  
A.A.S., Gwinnett Technical College;  
B.S., Reinhardt College

**Dale S. Morrissey '99**, *Senior Director of  
Constituent Engagement*

A.A., B.S., Reinhardt College

## Office of Athletics

**William (Bill) C. Popp**, *Vice President for  
Athletics and Athletic Director*

B.S., Kennesaw State University

**Mandy L. Cagle '11**, *Administrative Assistant  
to the Vice President for Athletics and Athletic  
Director*

B.S., Reinhardt University

**Jeffrey M. Pourchier**, *Associate Director of  
Athletics – Internal Operations*

B.S., LaGrange College; M.B.A.,  
Southern Polytechnic State University

**James S.M. Adams '08**, *P/T Cross Country  
Assistant/Van Driver*

B.S., Reinhardt College

**Jeff S. Bedard**, *Head Wrestling Coach*  
B.S., Cumberland College

**Tyler A. Bertolini**, *Head Strength and  
Conditioning Coach*

B.S., Berry College

**Greg B. Blue Jr.**, *Assistant Football Coach –  
DB's/Special Teams*

B.A., University of Georgia

**Jonathan D. Burton**, *Head Baseball Coach*  
B.S., Trevecca Nazarene University;  
M.A.Ed., Tennessee State University

**Lindsay S. Calvert**, *P/T Intern Athletic Trainer*  
B.S. Purdue University

**Brandon S. Cheatham '19**, *Assistant Football  
Coach*

B.S., M.B.A., Reinhardt University

**Davonna M. Cola**, *Assistant Athletic Trainer*  
B.S., Southeastern Louisiana University

**Angel B. Cornista '19**, *Graduate Assistant for  
Athletic*

B.S., Reinhardt University

**Madilyn N. Crabill**, *Intern Athletic Trainer*  
B.S. College of Charleston

**Michael E. DeVader**, *Director of Athletic  
Communications and Media*  
B.A., Kansas State University; M.Ed.,  
Wichita State University

**Ken T. Dixon '02**, *P/T Director of Golf*  
B.S., Reinhardt College

**Madison E. Evans '17**, *Assistant Softball Coach*  
B.S., Reinhardt University

**Ellie M. Fruit**, *Assistant Women's Basketball Coach*

A.S., Wabash Valley College; B.S., Georgia College; M.H.A., Georgia Southern University

**Jade M. Geuther**, *Head Softball Coach*

A.A., Lincoln Land Community College; B.A., Baker University; M.S., Southern Illinois University

**Brian E. Goodhind**, *Head Volleyball Coach*

B.S., Webber International University

**Chris Hall**, *Assistant Women's Soccer Coach*

**Dave Harding**, *Assistant Football Coach*

**John B. Harris**, *Assistant Baseball Coach*

B.S., M.B.A, Gardner-Webb University

**Kelley R. Horton**, *P/T Cheer Coach*

B.S., M.S.Ed., Auburn University

**Joey C. Johnson**, *Head Men's Soccer Coach*

B.S., Liberty University

**Fred L. Jones**, *Assistant Football Coach – Offensive Coordinator*

B.A., Tusculum College

**Andy E. Kaplan**, *Head Women's Soccer Coach*

B.A., Macalester College; M.A.T., Boston University

**W. Brad Lindamood**, *Assistant Football – QB's Coach*

B.A., Western Michigan University

**James E. Miller**, *Head Football Coach*

B.A., M.A., Virginia Tech University

**Matthew R. Moley**, *Assistant Wrestling Coach*

B.A., Bloomsburg University

**Dan S. Mullins**, *P/T Head Men's and Women's Golf Coach*

**Justin Newton**, *Head Men's Basketball Coach*

B.S., Liberty University; M.S., University of Arkansas

**Jennifer Pouchier**, *Head Men's and Women's Tennis Coach*

B.S., M.S., Middle Tennessee State University

**Larry L. Prather**, *Assistant Football Coach*

B.A., University of Tennessee at Chattanooga; M.Ed., West Georgia College

**Roy M. Reynolds**, *Head Women's Lacrosse Coach*

**Taylor J. Rines**, *Assistant Men's Basketball Coach*

B.S., Tamar University

**Zachary A. Schultze '12**, *P/T Assistant Men's Soccer Coach*

B.S., Reinhardt University

**Thomas G. Scott IV**, *Defensive Coordinator*

M.Ed., University of Georgia

**Charles J. Shearer**, *Head Men's Volleyball Coach and Assistant Women's Volleyball Coach*

B.A., Limestone College

**Kellen J. Shervington**, *Assistant Athletic Trainer*

B.S., Florida State University; M.A., University of Central Florida

**John A. Snow**, *Head Men's Lacrosse Coach*

B.S., Cornell University

**Shelby N. Tankersley '19**, *Graduate Assistant for Athletics*

B.S., Reinhardt University

**Jordan E. Turner '07**, *Head Cross Country/Track and Field Coach*

B.A., Reinhardt College

**Toby J. Wagner**, *Head Women's Basketball Coach*

B.S., Eastern Illinois University; M.Ed., University of North Dakota

**Matthew C. Warner**, *Assistant Athletic Trainer*  
B.S., Middle Tennessee State  
University; M.S., University of Central  
Arkansas

**Stephen D. Weiss**, *P/T Assistant Women's  
Soccer Coach*

**O.C. Williams II**, *Assistant Football Coach*  
B.S., M.S., Alcorn State University

**Ashley L. Wolary**, *Head Athletic Trainer*  
B.S., Florida State University; M.A.,  
University of Central Florida

## Office of Enrollment Management

**Julie C. Fleming**, *Vice President for Enrollment  
Management*

B.A., Wofford College; M.Ed.,  
University of South Carolina

**Elizabeth J. Rowland**, *Administrative Assistant*  
B.A., Kennesaw State University

## Admissions

**Lacey L. Satterfield '02**, *Director of  
Admissions*

B.A., Reinhardt College; M.P.A.,  
Kennesaw State University

**Christopher A. Bryan '10**, *Associate Director  
of Admissions*

B.S., Reinhardt University; M.Ed.,  
Mercer University

**T. Owen Bagley, III '12**, *Assistant Director of  
Admissions*

B.A., Reinhardt University; M. Div.,  
Union Presbyterian Seminary

**Lynn W. Chopp**, *Administrative Assistant for  
Admissions*

**Hayley M. Cooper**, *Admissions Counselor*  
B.S., University of West Georgia

**Valencia V. Flores '15**, *Admissions Counselor*  
B.M., Reinhardt University

**Peggy E. Krecl**, *Admissions Coordinator*

**Heather D. Tilden**, *Admissions Counselor*  
B.A., M.S., Georgia State University

**Kristen H. Walton '15**, *Admissions Campus  
Visit Coordinator*  
B.A., Reinhardt University

## Marketing

**Erika B. Neldner**, *Director of Marketing and  
Communications*  
B.S., Kennesaw State University

**Jordan Beach '18**, *Communications Specialist*  
B.A., Reinhardt University

## Professional Studies/Graduate

### Admissions

**Jennifer M. Prine '01**, *Director of Professional  
Studies and Graduate Admissions*

B.A., Reinhardt College; M.A., Argosy  
University

**J. Scott Helton**, *Recruiter*

B.S., M.B.A., Bethel University

**Erin Hager Henthorne**, *Professional Studies  
Enrollment Counselor*

A.A.S., A.S., Elizabethtown College;  
B.S., M.P.A., Western Kentucky  
University, Ed.D., Union University

**Treva M. Hoover**, *Recruiter – Business  
Programs*

B.B.A., Kennesaw State University

**Stephanie B. Marchant '01**, *Professional  
Studies and Graduate Admissions Counselor*

B.A., Reinhardt College; M.S., West  
Virginia University

**Melissa D. Sharp**, *Student Success Counselor –  
Professional Studies and Graduate Admissions*

A.S., St. Petersburg College; B.S.,  
University of South Florida

**Student Financial Aid**

**Wanda M. Olson**, *Interim Director of Student Financial Aid*

A.A., DeKalb College; B.A., Montreat College

**Cari L. Daugherty**, *Financial Aid Specialist*  
A.S., Floyd College

**Denisha M. Austin '03**, *Student Financial Aid Counselor*

B.S., Reinhardt College

**Carol C. Gray**, *Student Financial Aid Counselor*

A.A., Brewton-Parker College; B.A., Mercer University

**Merrie B. Heins**, *Student Financial Aid Counselor*



**2019-2020 Academic Calendar****August 19, 2019 - May 3, 2020****Fall Semester 2019****August 19 - December 8, 2019****Waleska Campus Day****August 19 - December 8, 2019**

July 15, Monday	<i>Tuition and fees due for fall term 2019</i>
August 19, Monday	Classes begin
August 26, Monday	Final day to change schedule, end of drop/add
September 2, Monday	Labor Day - University Closed
<b>September 3, Tuesday</b>	Last day to submit a graduation application for May 2020 degree completion without a late fee
September 16 & 17 Monday/Tuesday	Community Gathering "Congress Goes to Campus"
September 18, Wednesday	Town Hall Meeting 3:00 PM
October 9-11, Wednesday-Friday	Fall Break, Waleska day classes, as well as 6-7:15 p.m. and 6-8:50 p.m. classes*
<b>October 15, Tuesday</b>	Final date to withdraw with grade of W, full semester classes
October 21-November 1	Advising/Registration for spring semester 2020
November 26, Tuesday	Last day of classes
November 27-29, Wednesday-Friday	Thanksgiving Holidays - classes cancelled
November 28-29, Thursday-Friday	University Closed
December 2-6, Monday-Friday	Final Examinations
December 8, Sunday	<i>End of Fall Semester / End of Term</i>
December 9, Monday	<i>Deadline for posting Fall Semester grades</i>
	<i>*Evening classes at 6-10:50 p.m. are held Oct 9-10</i>

**Waleska and Extended Campus Evening****Fall 2019 Session I****August 19 - October 13, 2019\***

August 12, Monday	<i>Tuition and fees due for fall term 2019</i>
August 19, Monday	Classes begin
August 26, Monday	Final day to change schedule, end of drop/add
September 2, Monday	Labor Day - University Closed
<b>September 3, Tuesday</b>	Last day to submit a graduation application for May 2020 degree completion without a late fee
September 16 & 17 Monday/Tuesday	Community Gathering "Congress Goes to Campus"
<b>September 16, Monday</b>	Final date to withdraw with grade of W, Session I Waleska and Extended Campuses
September 18, Wednesday	Town Hall Meeting 3:00 PM
October 7-11, Monday-Friday	Final examinations, Session I Waleska and Extended Campuses
October 13 Sunday	<i>End of Fall Session I</i>
October 14, Monday	<i>Deadline for posting Session I grades</i>
	<i>*Evening classes at 6-10:50 p.m. are held Oct 9-10</i>

**Fall 2019 Session II****October 14 - December 8, 2019**

October 14 Monday	Classes begin, tuition due upon registration
October 21, Monday	Final day to change schedule, end of drop/add
October 21-November 1	Advising/Registration for spring semester 2020
<b>November 11, Monday</b>	Final date to withdraw with grade of W, Session II Waleska and Extended Campuses
November 27-29, Wednesday-Friday	Thanksgiving Holidays - no classes
November 28-29, Thursday-Friday	University Closed
December 2-6, Monday-Friday	Final Exams - Session II Waleska and Extended Campuses
December 8, Sunday	<i>End of Fall Session II / End of Term</i>
December 9, Monday	<i>Deadline for posting Session II grades</i>

**Spring Semester 2020****January 6- May 3, 2020****Waleska Campus Day****January 6- May 3, 2020**

December 16, 2019, Monday	<i>Tuition and fees due for spring term 2020</i>
January 3, Friday	<i>Orientation</i>
January 6, Monday	Classes begin
January 13, Monday	Final day to change schedule, end of drop/add
January 20, Monday	Martin Luther King, Jr. Day - University Closed
January 21, Tuesday	Last day to submit a graduation application for August 2020 degree completion without a late fee
March 2-6, Monday-Friday	Spring Break
March 10, Tuesday	Final date to withdraw with grade of W, full semester classes
March 16-27	Advising/Registration summer and fall semesters 2020
April 2, Thursday	Spring Day- no classes for Waleska day classes, including 6-7:15 p.m. and 6-8:50 p.m. c
April 6, Monday	Final day to submit a graduation application for participation in Spring 2020 Commencement Ceremony
April 10, Friday	Good Friday-University Closed
April 21, Tuesday	Last day of classes
April 22, Wednesday	Reading/Study Day-no classes or meetings for Waleska day classes, including 6-7:15 p.m. and 6-8:50 p.m. classes*
April 23-29, Thursday-Wednesday	Final examinations
April 30, Thursday	Baccalaureate
May 1, Friday	Commencement
May 3, Sunday	<i>End of Spring Semester / End of Term</i>
May 4, Monday	<i>Deadline for posting spring semester grades</i> <i>*Evening classes at 6-10:50 p.m. are held on April 2 (Spring Day) and on April 22 (Reading Day)</i>

**Waleska and Extended Campus Evening****Spring 2020 Session I****January 6 - March 1, 2020**

December 16, 2019, Monday	<i>Tuition and fees due for spring term 2020</i>
January 3, Friday	<i>Orientation</i>
January 6, Monday	Classes begin
January 13, Monday	Final day to change schedule, end of drop/add
January 20, Monday	Martin Luther King, Jr. Day - University Closed
January 21, Tuesday	Last day to submit a graduation application for August 2020 degree completion without a late fee
February 3, Monday	Final date to withdraw with grade of W, Session I Waleska and Extended Campuses
February 24-28, Mon-Fri	Final examinations - Session I Waleska and Extended Campuses
March 1, Sunday	<i>End of Session I</i>
March 2, Monday	<i>Deadline for posting Session I grades</i>

**Spring 2020 Session II****March 9 - May 3, 2020\***

March 9, Monday	Classes begin, tuition due upon registration
March 16, Monday	Final day to change schedule, end of drop/add
March 16-27	Advising /Registration for summer and fall semesters 2020
April 6 Monday	Final date to withdraw with grade of W, Session II Waleska and Extended Campuses
April 6, Monday	Final day to submit a graduation application for participation in Spring 2020 Commencement Ceremony
April 10, Friday	Good Friday-University Closed
April 23-29 Thursday-Wednesday	Final examinations - Session II Waleska and Extended Campuses
April 30, Thursday	Baccalaureate
May 1, Friday	Commencement
May 3, Sunday	<i>End of Spring Session II / End of Term</i>
May 4, Monday	<i>Deadline for posting Session II grades</i>

*\*Evening classes at 6-10:50 p.m. are held on April 2 (Spring Day) and April 22 (Reading Day)*

**Summer Sessions\***

*\* Students applying for Federal Financial Aid must be enrolled in both sessions.*

**May 4 - August 9, 2020****Summer Session I**

April 20, Monday  
May 4, Monday  
May 11, Monday  
May 18, Monday  
May 18, Monday  
May 25, Monday  
June 1-4, Monday-Thursday  
June 7, Sunday  
June 8, Monday

**May 4- June 7, 2020**

*Tuition and fees due for summer term 2020*  
Classes begin  
Final day to change schedule, end of drop/add  
Last day to submit a graduation application for December 2020 degree completion without a late fee  
Final date to withdraw with grade of W, Summer Session I  
Memorial Day - University Closed  
Final examinations  
*End of Summer Session I*  
*Deadline for posting Summer Session I grades*

**Summer Session II**

June 8, Monday  
June 15, Monday  
July 3, Friday  
July 4, Saturday  
July 6, Monday  
July 27-30, Monday-Thursday  
August 2, Sunday  
August 3, Monday

**June 8 - August 2, 2020**

Classes begin  
Final day to change schedule, end of drop/add  
Independence Day Observed - University Closed  
Independence Day  
Final date to withdraw with grade of W, Summer Session II  
Final examinations  
*End of Summer Session II*  
*Deadline for posting Summer Session II grades*

**Advantage Program Summer Sessions May 4 - August 9, 2020****Program I**

April 20, Monday  
May 4, Monday  
May 11, Monday  
May 18, Monday  
May 25, Monday  
June 1, Monday  
June 15-18, Monday -Thursday  
June 21, Sunday  
June 22, Monday

**May 4 - June 21, 2020**

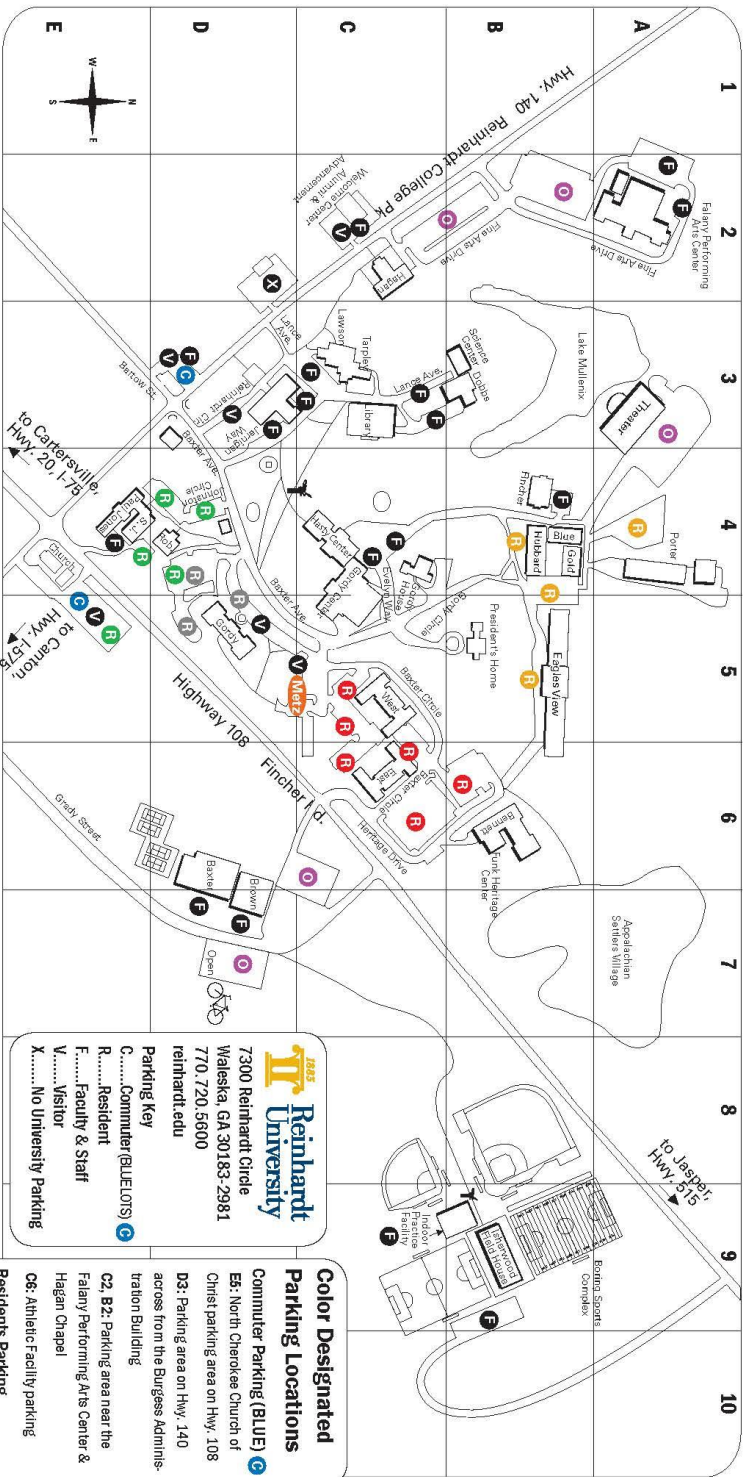
*Tuition and fees due for summer term 2020*  
Classes begin  
Final day to change schedule, end of drop/add  
Last day to submit a graduation application for December 2020 degree completion without a late fee  
Memorial Day - University Closed  
Final date to withdraw with grade of W, Program I  
Final Exams  
*End of Program I*  
*Deadline for posting Program I grades*

**Program II**

June 22, Monday  
June 29, Monday  
July 3, Friday  
July 4, Saturday  
July 20, Monday  
August 3-6, Monday-Thursday  
August 9, Sunday  
August 10, Monday

**June 22- August 9, 2020**

Classes begin  
Final day to change schedule, end of drop/add  
Independence Day Observed- University Closed  
Independence Day  
Final date to withdraw with grade of W, Program II  
Final Exams  
*End of Program II / End of Term*  
*Deadline for posting Program II grades*



- Admissions House D3
- Bling & Hiking Trail Entrance D7
- Blue Hall B4 **R**
- Barton Carlton D4
- Burgess Administration Building (Hole O'Keely Auditorium) D3
- Burgess Echo Garden C4
- Doobis Science Hall, Samuel C. B3
- Donor Plaza D4
- (Alumni & Donor Brick Walkway)
- Eagle Statue D4
- Eagles View B5 **R**
- East Hall C6 **R**
- Falcony Performing Arts Center, Florida, & Fry W. A2
- Fincher Visual Arts Center, William W. Fincher Jr. & Eunice L. B4
- Gold Hall B4 **R**
- Gordy Hospitality House, Evelyn C4
- Gordy Hall, Herbert I. & Lilla W. D5
- (SILVERLOT) **R**
- Gordy Center, W. Frank & Evelyn I. C4, C5
- Harty Student Life Center C4
- Hagan Chapel, Blanche (Waleska UMC) C2
- Hill Freeman Library & Spruill Learning Center C3
- Hubbard Hall, Glenn & Margorie H. B4
- Johnson Hall, Smith L. E4 **R**
- Jones Hall, Paul W. E4 **R**
- Lake Mullerix B3
- Lawson Academic Center, George M. C3
- North Cherokee Church of Christ E4
- Paschall Plaza, Norman W. D3
- Porter Storage Building, Randall A4
- Post Office (Waleska) D2
- President's Home Hall B. Wansley B5
- Roberts Hall D4 **R**
- Science Center B3
- Harty Student Life Center, Fred H. & Mozelle Bates (Moore Chapel & Moore Plaza) C3
- Theater A3
- Uppurch Maintenance Facility A4
- Volleyball Court D4
- Welcome Center C2
- (Alumni & Adornment)
- West Hall C5 **R**
- White, Ken Music Center A2
- White Athletic Field, Ken Football, Lacrosse & Soccer B8, B9, C9
- Baseball Field B8
- Sothall Field C8, C9
- Ken White Indoor Athletic Facility, B9
- Baxter Recreation Center, Joseph (Northside Hosp.-Cher. Fitness Cnt) D6
- Brown Athletic Center, James & Sis D6, D7
- Intramural Field D6
- Tennis Courts D6, E6
- Boring Sports Complex, Jim & Spyle B8, B9, C9
- Isternwood Field House, J. Thomas & Betty Jo B9
- Practice Field B9, C9
- White Athletic Field, Ken Football, Lacrosse & Soccer B8, B9, C9
- Baseball Field B8

1/3/19

**Color Designated Parking Locations**

**Commuter Parking (BLUE)**  
 E5: North Cherokee Church of Christ parking area on Hwy. 108  
 D3: Parking area on Hwy. 140 across from the Burgess Administration Building  
 C2, B2: Parking area near the Falcony Performing Arts Center & Hagan Chapel  
 C6: Athletic Facility parking

**Residents Parking**  
 B4, B5: Hubbard, Blue, Gold Eagles View parking  
 A4, B4, B5: East Hall parking & West Hall parking  
 C6, C5: Gordy Hall parking  
 D4, D5: Silver: Gordy Hall parking

**Open Parking**  
 Athletic/FAC/Theatre Parking Zones

**Reinhardt University**  
 7300 Reinhardt Circle  
 Waleska, GA 30183-2981  
 770.720.5600  
 reinhardt.edu

**Parking Key**  
 C.....Commuter (BLUELOTS)  
 R.....Resident  
 F.....Faculty & Staff  
 V.....Visitor  
 X.....No University Parking